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ABSTRACT

The skills and concepts described in this kindergarten through grade eight reading program guide emphasize the following: (1) teachers' expectations for and attitudes toward students affect student performance, (2) students' self-concepts and expectations are related to their achievement, (3) children learn in different ways and at different rates, (4) the concept of readiness operates at all stages of learning, (5) providing instruction at a level for which the learner is ready will enhance learning, (6) individualized programs are the best means to achieve improvement, and (7) immediate reinforcement of appropriate responses enhances learning. The guide identifies 13 achievement levels and 4 main skill areas--vocabulary, word analysis, comprehension, and oral reading--and stresses the language skills of listening, speaking, and writing. In addition, the guide provides approximately 10 performance objectives for each reading level as well as a pretest and posttest for each reading skill. The contents of the guide are divided into the following sections: educational plan, informal phonics test, strategies in early childhood, Systematic Approach to Reading Improvement (SARI), and objectives for SARI performance, listening and language, vocabulary, comprehension, word analysis, and study skills. (HOD)

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DES MOINES INDEPENDENT COMMUNITY SCHOOL DISTRICT
1800 Grand Avenue
Des Moines, Iowa 50307

Educational Plan
Chapter 1 Elementary Reading Program
Description, Performance Objectives and Tests

Revised
June 1983

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EDUCATIONAL PLAN FOR CHAPTER 1

Elementary Reading

I. Criteria for Student Selection

Elementary students are identified for Chapter 1, ECIA reading instruction according to the following basic criteria:

Phase I

Level of achievement on Strategies in Early Childhood (Waupun) performance objectives used by the Des Moines Public Schools in grades K-1, or the Metropolitan Readiness Test (1978 edition):

Grade 1	1. Waupun Level IV (integration) or below 2. Reading readiness skills at the 40th percentile rank or below on the Metropolitan Readiness Test if Waupun scores are not available 3. Allyn and Bacon Screening Test 4. Professional Judgement

Level of placement in the Systematic Approach to Reading Improvement (SARI) management system used in the Des Moines Public Schools, (grades 2-7):

Grade 2	All students at Level 3 (instructional level primer) or below on vocabulary and reading comprehension pretests
Grade 3	All students at Level 5 (instructional level 2.0) or below on vocabulary and reading comprehension pretests
Grade 4	All students at Level 6 (instructional level 2.5) or below on vocabulary and reading comprehension pretests
Grade 5	Level 7 (instructional level 3.0) or below on vocabulary and reading comprehension pretests
Grade 6	Level 8 (instructional level 4.0) or below on vocabulary and reading comprehension pretests

In addition to students meeting the criteria established on the SARI tests, the regular classroom teachers may make referrals for further screening to the Chapter 1 teacher of students who scored above the criteria levels on the SARI tests but who may actually be in need of reading services.

Classroom teachers may also recommend that certain students who scored within the Waupun and SARI criteria levels receive further screening to determine actual need for reading services. These additional students are identified for Chapter 1 reading instruction according to the criteria for Phase II.

Phase II

Achievement on specified vocabulary, word analysis, and comprehension pretests from the Systematic Approach to Reading Improvement system administered by Chapter 1 reading teachers to first grade students referred by classroom teachers:

Grade 1	Below 90% achievement on the vocabulary pretest 2.1.3

Level of achievement on the Spache Diagnostic Reading Scales administered by Chapter 1 teachers to students grades 2-11 referred by classroom teachers:

Grade 2	1.6 or below on the oral and/or silent reading subtests (error ratio 1/20, comprehension 75%)
Grade 3	2.3 or below on the oral and/or silent reading subtests (error ratio 1/20, comprehension 75%)
Grade 4	3.3 or below on the oral and/or silent reading subtests (error ratio 1/20, comprehension 75%)
Grade 5	3.8 or below on the oral and/or silent reading subtests (error ratio 1/20, comprehension 75%)
Grade 6	4.5 or below on the oral and/or silent reading subtests (error ratio 1/20, comprehension 75%)

Carry-over students and students new to the program the second semester of the school year will be selected according to level of placement in the SARI management system.

Grade 1	Level 2 (instructional level pre-primer) or below on vocabulary and comprehension pretests
Grade 2	Level 4 (instructional level 1.5) or below on vocabulary and reading comprehension pretests
Grade 3	Level 6 (instructional level 2.5) or below on vocabulary and reading comprehension pretests
Grade 4	Level 7 (instructional level 3.0) or below on vocabulary and reading comprehension pretests
Grade 5	Level 8 (instructional level 4.0) or below on vocabulary and reading comprehension pretests
Grade 6	Level 9 (instructional level 5.0) or below on vocabulary and reading comprehension pretests

Since the number of students who qualify for Chapter 1 service exceeds the number who can be identified to receive remedial assistance, the priority for the program services based on the local needs assessment will be as follows:

Elementary

1. Students in grades 2 - 3 - 1 - 4 - 5 who are not being served by other special programs
2. Students who are not being served by other special programs

Finally, further diagnosis of individual students' needs is made and the project teachers and classroom teacher(s) confer to make the selection of students based on the criteria given above, diagnosed needs, and a given student's classroom performance. First grade students in Chapter 1 schools for whom no Waupun levels are available are screened by the kindergarten staff in the third week of the fall semester to determine their eligibility for program services.

II. Diagnosis

The diagnosis of a student's reading skills includes and is an extension of the identification procedure. The pretests of the SARI management system which are used in the student identification process provide diagnostic information concerning a student's reading competencies in the four main skill areas of vocabulary, word analysis, comprehension and oral reading.

SARI is a sequential step-to-step management system based on performance objectives with criterion-referenced tests. The system was written by California teachers and field-tested for five years. Subsequently it was published by Phi Delta Kappa. Because the material was not copyrighted it was possible to rewrite some test items on the first five levels so students could master the test no matter which reading series they were using as a basal. This brings some continuity to a large school system with multi-text adoptions. A committee composed of Chapter 1 reading teachers, classroom teachers and principals was assigned this task.

There are approximately ten performance objectives for each reading level or 85 for grades 1-8. Each objective has been identified as a critical skill relating to a specific achievement level. (See objective section). Each reading skill is accompanied by a pretest at the beginning of an instructional level and a posttest at the completion of each instructional level. As individual students are given the pre and posttests related to selected performance objectives, their competencies and deficiencies are recorded on a SARI Objective Record sheet and an individual bubble chart.

These tests assist the project teacher and classroom teacher to assess each learner's needs and to evaluate the learner's progress. The performance objectives are written so the reading teacher, classroom teacher, student and parent can determine the skill(s) to be accomplished and the expected level of achievement. By recording his/her test results on his/her own bubble chart, the student is provided a means of evaluating his/her own progress and is, therefore, able to organize his/her efforts into pertinent activities. The majority of the performance objectives are based on 90% accuracy. The balance of the objectives require an accuracy level varying from 90 to 100 percent.

First grade students enter the SARI management program when they are ready for formal reading instruction (SARI level 2). Prior to this time, these students receive instruction in pre-reading skills at the appropriate levels of the Strategies in Early Childhood program initiated in kindergarten. Information concerning the level of achievement of each identified student is obtained from the kindergarten teacher's records at the beginning of the school year. The Strategies in Early Childhood (Waupun) program consists of six levels of developmental sequences through which the learner progresses at his/her own rate and performance objectives written so the reading teacher, classroom teacher and parent can determine what the learner has mastered and the skills which remain to be accomplished. (See objective section for objectives). Level VI -- the Symbolic or reading level of this program corresponds to Level 2, the preprimer instructional level of SARI. A student ready for formal reading instruction is pretested at Level 2 of SARI instead of progressing through level 6 of the Waupun program, thus assuring a reading program closely related to the developmental growth of each student and the sequence of the basal reading program.

Although substantial diagnostic information concerning a student's reading skills is obtained from the Waupun and SARI management programs, prior to the planning of individualized reading programs for identified students Chapter 1 teachers select from the following list to to diagnose more thoroughly individual reading deficiencies:

1. Informal Reading Inventory
2. Spache Diagnostic Reading Scales
3. Informal Phonics Survey
4. Ekwall Reading Inventory
5. Durrell Listening/Reading Test

Students, grades 2-6, participating in the program may be given an Informal Reading Inventory developed by the basal text publishers or project teachers. This reading inventory assesses three reading levels for each student:

1. The independent reading level, signifying 90% comprehension and 99% word recognition accuracy;
2. The instructional reading level, signifying 75% comprehension and 95% word recognition accuracy;
3. The frustration reading level, signifying less than 50% comprehension and less than 90% word recognition accuracy.

The instructional reading level is the level at which students would normally be reading in textbooks (social studies, science, and basal readers.) An analysis of the amount and type of students' word recognition errors and an assessment of reading comprehension provides useful information for diagnostic-remedial purposes. The student's instructional reading level and placement in the SARI program are directly related. For example the SARI level for a student receiving instruction in a third reader would be Level 7.

When further diagnostic information concerning a student's reading deficiencies is needed, reading teachers administer subtests of the Spache Diagnostic Reading Scales on an individual basis. These subtests yield grade equivalency scores in word recognition, oral and silent reading and listening comprehension. A summary and comparison of word recognition and oral reading errors on this test provides more information about the types of errors a student makes when orally reading unfamiliar material. The listening comprehension test score when compared with reading achievement score gives some indication of the degree of discrepancy between reading achievement and reading potential and aids the reading teacher and classroom teacher to plan for instruction. The rationale for using a listening comprehension score as a measure of reading potential is that it is assumed that if the child were able to read the words he/she would be able to understand what he/she has read. Studies by Armstrong, Spache, Triggs and Toussaint have found that a test of listening comprehension in combination with other tests provides the best measure of reading potential.

The Informal Phonics Survey Test which assesses a student's mastery of sound/symbol relationships and spelling patterns is administered individually.

All test data for each student is summarized and the reading teacher uses this information to plan individualized reading programs for identified Chapter 1 students. The information concerning each learner's competencies and deficiencies is shared with the classroom teacher and planning between the classroom teacher and reading teacher assures a coordinated reading program for each student. The relationship between the classroom teacher's reading program for an individual student and the Chapter 1 reading teacher's program is illustrated in Chart I.

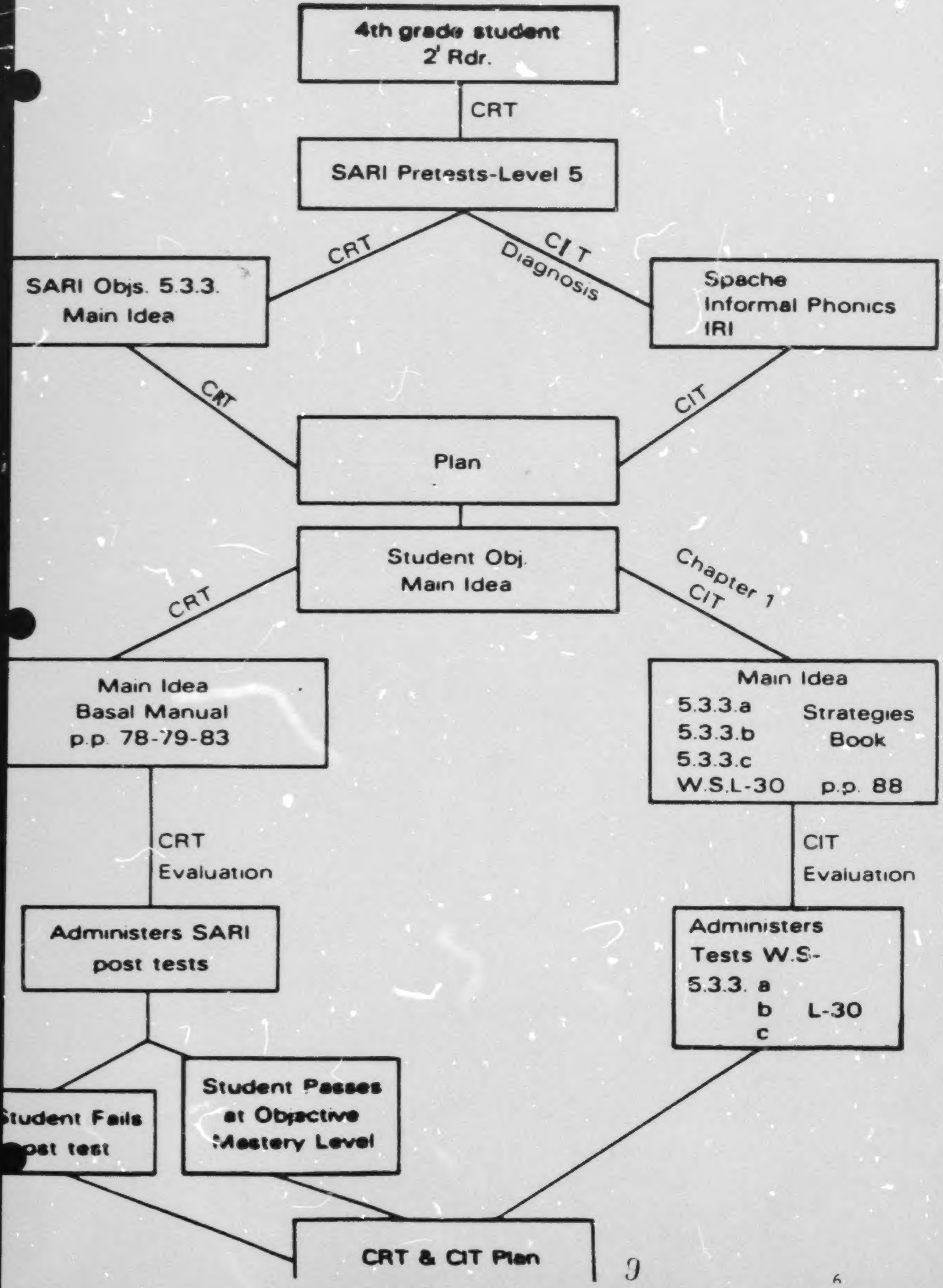
III. Instructional Plan

Theories and techniques utilized in the program

The basic premise underlying the reading program is that each Chapter 1 student is a unique individual who is capable of learning the reading skills necessary to acquire knowledge when he/she is provided a reading program which enables him/her to maximize potential. It is the responsibility of the Chapter 1 staff and classroom teacher to assess each student's strengths and weaknesses and to prescribe a program of activities utilizing the areas of strengths to remediate the deficiencies. The focus is on finding methods and strategies which are successful for each student.

The teaching strategies used in the program are based on what is known about child development and learning theory as well as the theories of Piaget, Bruner, Maslow, Skinner, Glasser and others.

CHART I


4th grade student
2' Rdr.
CRT
SARI Pretests-Level 5
CRT
CIT
Diagnosis
SARI Objs. 5.3.3.
Main Idea
Spache
Informal Phonics
IRI
CRT
CIT
Plan
Student Obj.
Main Idea
CRT
Chapter 1
CIT
Main Idea
Basal Manual
p.p. 78-79-83
Main Idea
5.3.3.a
5.3.3.b
5.3.3.c
W.S.L-30
Strategies
Book
p.p. 88
CRT
Evaluation
CIT
Evaluation
Administers SARI
post tests
Administers
Tests W.S-
5.3.3. a
b
c
L-30
tudent Fails
ost test
Student Passes
at Objective
Mastery Level
CRT & CIT Plan

Child development stresses the uniqueness of the individual and the importance of providing an environment which allows each child to grow and mature at his/her own rate of development. The Chapter 1 reading program emphasizes individualized instruction to meet the needs of each student. According to Piaget's theory of intellectual development there are four major developmental periods of cognitive growth: (1) sensorimotor, (2) pre-operational, (3) concrete-operational, (4) formal operational. The Chapter 1 elementary students are either in the pre-operational period (age 4-7) or concrete-operational period (age 7-11) of cognitive development. Because the child in the pre-operational stage may not have an understanding of conservation of substance* and therefore is still relying more on perception than thought to check what he/she sees, he/she may lack the "readiness" reading instruction programs require. Piaget's theory supports an instructional program which emphasizes interaction with materials and a reading program growing out of the progression through motor and perceptual functioning symbolic activity.

During the concrete-operational period reading activities can vary widely and will provide increased emphasis on developing logical operations by including opportunities to combine sentence and word elements, associate elements in different ways and establish identity among elements. A child at this stage of cognitive development can make seriations, classify objects and concepts close to his own experiences. He knows that objects and events have many attributes and that a word may have different meanings in various contexts. While reading activities in terms of content can vary widely, students would not be expected to reason well about what they have read unless it relates rather closely to direct experience.

Piaget has also contributed the concepts of assimilation and accommodation to theories regarding how children learn. Assimilation refers to the incorporation of new stimulus or concept into already existing framework. Accommodation refers to the tendency to adjust one's already existing cognitive organization to fit the new stimulus or concept. In other words, new ideas are acquired by the individual's trying them out within the context of his/her previous learning.

Jerome S. Bruner, in his book A THEORY OF INSTRUCTION says that the sequence in which a learner encounters materials within a domain of knowledge affects the difficulty he will have in achieving mastery. For example, one would not expect a beginning reader to be able to sequence events in a story he/she has read easily prior to acquiring the skill to sequence pictures of events in a logical order or to retell a story with events sequenced correctly. Further-more, there is no unique sequence for all learners. The implications for

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*Conservation referring to the belief that substantial change may take place in a system without alteration of fundamental characteristics.

Chapter 1 staff include the following: Varying the presentation and sequence of skills to suit individual needs; omitting the teaching of skills an individual has already mastered; using a variety of methods and materials to present skills.

Abraham Maslow's theory of human motivation outlines the following hierarchy of basic, related psychological needs: (1) physiological; (2) safety; (3) love; (4) esteem; (5) self-actualization. Especially significant to the staff of this project would be the esteem needs of students:

(1) The desire for achievement (in both academic skills and non-academic areas), confidence, and independence.

(2) The desire for prestige with peers and significant adults and recognition and attention from peers and significant adults.

The concepts outlined by Dr. William Glasser in Schools Without Failure are most relevant to this project. He states that all students must be accepted as potentially capable persons who can learn. Glasser points out that what a student learns from failing all the time is how to fail--that a student will not succeed in general until he can in some way first experience success in one important part of his life. A summary of recent research studies, How Effective is Schooling?, Rand Educational Policy Study, indicates that expectations probably influence teacher and student behavior and may influence measured student achievement. Acceptance of a student implies teaching to an individual's strengths, selecting alternative activities which allow the student to make choices, and planning learning experiences which require effort from the student and result in success.

Operant conditioning, which refers to a process in which the frequency of occurrence of a type of behavior is modified by the consequences of the behavior, is used to a limited extent in the program. According to B. F. Skinner, in order to increase the rate of occurrence of a response already in the student's repertoire, it is only necessary to follow occurrences of the response with a reinforcing stimulus. For example, a student may be systematically (in accordance with a schedule) reinforced or rewarded for performing specific assignments or tasks and/or appropriate behavior.

Reading instruction based on the oral and written expression of the students as well as their identified needs is a procedure utilized by project teachers for some Chapter 1 students. Commonly referred to as the language experience approach, this method is based on the concept of self-realization as phrased by Dr. Roach Van Allen:

> What I can think about, I can talk about.
> What I can say, I can write.
> What I can write, I can read.
> I can read what I write and what other people
> can write for me to read.

Students' dictated stories, reports and descriptions are used as instructional material. This approach assumes that poor readers experience fewer failures reading their own ideas expressed in their own familiar language than they experience when they read less familiar ideas expressed in less familiar language. It helps students develop oral language, provides interesting reading material, helps students associate the printed word with the spoken word and promotes feelings of success. It helps students associate printed stories with their own experiences, develop feelings of success and keep pace with their development.

Those students who have difficulty learning some words or letters may learn those letters and words using the VAKT procedure. This technique combines the sense of touch (tactile) and kinesthesia (muscle and/or body movement perception) with auditory and visual modes of learning.

Two special remedial procedures which may be used for some severely disabled readers are the Fernald remedial reading method and a modified Orton-Gillingham method. In the Fernald approach the student creates his/her own reading materials by dictating stories, journals, or reports on any subject which interests him/her. From the dictated stories words which the student can neither read nor spell are learned through a tactile-kinesthetic technique. In this way the student builds sight vocabulary and word analysis skills are developed on the basis of this vocabulary. The method employs use of all modalities of learning--visual, auditory, kinesthetic and tactile. The use of this remedial method allows students to read material of high interest and greater vocabulary range and has particular value for older students.

A modified Orton-Gillingham method is a synthetic phonetic approach utilizing three modalities (visual, auditory and kinesthetic) to teach sound/symbol relationships and the decoding of regularly spelled words. Daily drill results in overlearning of the consistent relationships of sound to print. Providing opportunities for the student to use these sound/symbol relationships both to decode and encode words in context allows students who have had difficulty understanding the relationship between spoken and written language to learn. Irregularly spelled words are taught as sight words.

The pupil response and blending - Say It Fast techniques developed by Englemann and Bruner for the Distar Reading Program have been adapted and used by reading teachers for teaching word attack skills in beginning reading.

In summary, the theories and techniques emphasize that:

(1) Teacher expectations for and attitudes toward students affect student performance.

(2) Students' self-concepts and expectations are related to their achievement.

(3) Children learn in different ways and at different rates.

(4) The concept of readiness operates at all stages of learning.

(5) Providing instruction at a level for which the learner is ready will enhance learning.

(6) Individualized programs are the best means to achieve improvement.

(7) Immediate reinforcement (rewards) of appropriate responses enhances learning.

The skills and concepts to be emphasized in the reading program appear in the SARI (Systematic Approach to Reading) objectives. There are thirteen achievement levels and four main skill areas: Vocabulary, Word Analysis, Comprehension and Oral Reading. The language skills of listening, speaking and writing will also be stressed.

Organizational structure of the project.

Participating students will receive instruction from the project teacher individually or in groups not exceeding five students for periods of 30 to 40 minutes daily. This instruction will occur in the learner's classroom during the classroom teacher's regularly scheduled reading period. Project students will receive reading instruction from the classroom teacher either before or after the Chapter 1 teacher's instruction. This type of organization provides for effective correlation and coordination of the learner's reading program. During times in which classroom reading is not scheduled, students may be selected for additional instruction on an individual basis.

D. Materials Utilized

Chapter 1 teachers are eclectic in their approach and use a variety of methods and materials to supplement the reading instruction offered by classroom teachers. Readers, kits, commercial games, workbooks and teacher-made materials are correlated with the SARI performance objectives in the skill areas of vocabulary, comprehension, word analysis, work study and language. The following types of materials are available for developing skills in each of these areas;

Vocabulary

Language Master
In Other Words (Scott Foresmann)
Popper Words
Webster Classroom Reading Clinic
Teacher-made flash cards
Hoffman Reader - Language Arts
Dolch Puzzle Books
Barnell Loft
Teacher-made games
SRA Power Builders

Word Analysis

SRA Schoolhouse
SRA Word Games
Durrell-Murphy Speech-to-Print Phonics
Key Lab - Houghton Mifflin
Lippincott Super Books - Kits I and II
Orton-Gillingham Sound/Symbol Cards
SRA Satellite Kit
Teacher-made games and worksheets
Commercial Workbooks
Lyons & Carnahan Phonics Games

Comprehension

Benziger
Stone- Appreciate Your Country Readers
Barnell Loft
Educators Publishing Co. Readers
Merrill Linguistic Readers
Ginn Magic Circle Books
D. C. Heath Bookshops A.B.C
Reader's Digest Skill Builders
SRA Basal Readers
SRA Reading For Understanding
Scholastic Sprint Kits I, II, III
Audio Progress Reading Labs
Croft Skill Pack
DLM Cards
Controlled reader, EDL films
EDL Listening Skills C,D

Work Study Skills

- EDL Study Skills
- Wisconsin Design
- Dictionaries
- Encyclopedias
- Telephone Books
- SRA Newslab
- Newspapers
- Go
- Harper Row - Subject-Matter Reading

Language

- Oral Language Activities File (Kansas City Public Schools)
- Distar Language I
- Language Experience Activities - Houghton Mifflin
- Puppets
- Creative Dramatics Handbook

Project students are provided the opportunity to author their own reading materials, utilizing their own language. Stories, poems dictionaries and other student writings are illustrated by drawings, photographs taken by students or from magazines, and are compiled into individual or group books at the district's media center and returned to the students to be shared with others or returned home.

E. Parent Involvement

Chapter 1 teachers will contact parents of participating students in a variety of ways. Parents will be invited to visit their child's class to observe the total reading program and to attend open house functions. Making home visits will be an important part of the program.

The first phase of communication is to inform the parent(s) of their child's identification and the purpose and nature of the Chapter 1 program. The second phase involves gathering information from the parents concerning the student's strengths, weaknesses, interests and experiences. The third phase of communication focuses on the student's progress in acquiring reading skills and enlisting the parent's continuing support and cooperation in planning and evaluating an individualized educational plan in reading for their child. The SARI bubble chart provides the basis for evaluating student achievement with parents.

Two of the most successful activities in reaching parents have involved making home visits and inviting the parent(s) to visit at a specific time and date to observe their child during the Chapter 1 Reading lesson. Both activities afford an opportunity for the parent to learn firsthand what is happening and gives the teacher and parent a common basis for discussion of student progress.

Parents are also invited to workshops where they receive specific suggestions about how to help their child at home and are assisted in making materials to use.

A bimonthly newsletter to parents of all Chapter 1 students keeps parents informed of Advisory Council meetings and activities as well as events of special interest occurring in Chapter 1 schools. A particular effort is made to have at least one parent or guardian of an identified student from each Chapter 1 school attend the Chapter 1 Advisory Committee meetings.

Although brief, written reports to parents concerning students progress may be made, verbal discussions and personal contact are the most desirable modes of communication and are used most frequently in reporting student progress.

IV. Evaluation of Student Performance

A. Evaluation of student performance will be based on the objectives stated below and will be conducted by the Department of Evaluation of the Des Moines Public Schools.

1. At the end of each year of instruction, Chapter 1 students (grades 2-5) will demonstrate an increase in mean percentile rank in reading between pre and post testing as compared with the normal group for their grade using the Iowa Tests of Basic Skills.

   DOCUMENTATION: ITBS scores, submitted to the Director of Evaluation at the end of the project year.

2. At the end of the instruction year, Chapter 1 students, grades 2-5, enrolled in the reading program for at least eighty days will demonstrate a proficiency on the vocabulary and reading comprehension subtests of the Iowa Tests of Basic Skills, grades 2-5, such that the average gain in NCEs will be at least 6.0.

   DOCUMENTATION: ITBS scores from fall and spring testing submitted to the Director of Evaluation at the end of the project year.

3. At the end of the instruction year, Chapter 1 students, grades 2-3, enrolled in the reading program for at least eighty days will demonstrate a proficiency on the vocabulary and comprehension subtests of the Iowa Tests of Basic Skills, such that the average gain for grades (2-3) in NCEs will be at least 7.0.

   DOCUMENTATION: ITBS scores from fall and spring testing submitted to the Director of Evaluation at the end of the project year.

4. At the end of the instruction year, Chapter 1 students, grades 4-8, enrolled in the reading program for at least eighty days will demonstrate a proficiency on the vocabulary and comprehension subtests of the Iowa Tests of Basic Skills, such that the average gain for grades (4-8) in NCEs, will be at least 3.0.

   DOCUMENTATION: ITBS scores from fall and spring testing submitted to the Director of Evaluation at the end of the project year.

5. At the end of the instruction year, 60% of the Chapter 1 first grade students enrolled at least eighty days in the reading program will have passed 80% of the SARI (Systematic Approach to Reading Improvement) level 2 pre and posttests.

   DOCUMENTATION: SARI scores submitted to the Director of Evaluation with the May accountability data

6. At the end of the project year, Chapter 1 students enrolled a minimum of eighty days will demonstrate mastery of 80% of the reading objectives introduced according to each student's educational plan.

   DOCUMENTATION: Educational plans on file with the reading teachers and the Educational Plan Summary Report, submitted at the end of the year to the program coordinators.

V. Assignment of Instructional Activities

The instructional plan for each student entails the use of prescription materials in relation to each student's learning modality.

Directions for Administrations of Informal Survey of Sound/Symbol Relationships and Spelling Patterns

Page 1.

1) Ask the child to write his name in the upper right-hand corner. Be careful not to point to the upper right-hand corner when you give this direction. If the child appears to be unsure of where to write his name, simply repeat the directions. If he asks if he has chosen the correct place, tell him only that he is to write his name wherever he thinks the upper right-hand corner is.

2) After the child has written his name, ask him to write the date under his name. You may discuss the date with him and help him with spelling if that is necessary. You may also provide a calendar. Make notes of whatever kind of help you provided.

   On 1) and 2) above, note the following:

   a) Handedness
   b) Handwriting-legibility and manner in which executed
   c) Ability to deal with time and space concepts; awareness of "right" and "left" direction; understanding of "upper" and "under"; orientation in time and/or ability to use the calendar
   d) Ability to follow directions

3) Ask the child how old he is and what grade he is in. Ask him when his birthday is. If the child is past 2nd grade, ask in what year he was born. If he does not know, encourage him to figure it out on paper. If he does not know how to do this, set up the problem with him.

   On 3), note the following:

   a) Ability to deal with the concepts
   (If you suspect that "birthday" has not been a special day for a child, try to clarify the point by further questioning.)
   b) Ability to handle the subtraction problem which you may set up with the child

4) Letter Names

   Ask the child to tell you the names of the letters as you point to them. If the correct name is given, record with a check mark (✓) above the letter. If an incorrect name is given, write what the child said above the letter. If a letter name is not known, record that fact by placing a dash (-) above the letter. If the child gives two names in succession for the same letter (as may happen in the case of some commonly confused letters (b/d, m/n, m/w), ask the child to choose one name; note whatever he has said, in addition to his final choice. If he becomes upset and needs reassurance, tell him that lots of people have trouble with some letters and that you will help him later.

Page 1. (continued)

5) Letter Sounds

Ask the child to tell you the sound each letter stands for as you point to it. You should be aware that some children have had no experience in isolating sounds, and that it may be necessary to give them an example on the first two or three letters. It may help to tell them to think of a word that begins with the letter and then just start to say the word. Be sure the child understands what you want him to do. If the sound given correctly approximates the isolated letter sound, place a check mark (✓) to the right of the letter. If an incorrect sound is given, write the sound given (phonetically) to the right of the letter. In cases of multiples sounds, the vowel letters, the consonants c, g, and s, and the letter y, where you want to know if the child knows the consonant sound as well as any vowel sounds he may know, record the child's first response and then say, "Do you know any other sounds for that letter?" Record all responses, including a dash when the child says he knows no other sounds.

6) Names of Vowels

Simply ask the child, "Can you tell me which letters are called vowels?" Record the letters names. Then ask, "What do we call the other letters in the alphabet--the letters that are not vowels?" Record what the child says or the fact that he cannot give you an answer if that is the case.

7) Alphabet

Ask the child to write the alphabet on the lines provided at the bottom of the first page. If the child asks for directions, (what kind of letters, what kind of writing, for example) say only "Write it the way you usually do." Give no help. If the task seems difficult, encourage the child by saying, "Just do the best you can--put down all the letter you can remember."

Page 2.

1) Vowel Spelling Patterns

Ask the child to read down the first column of CVC words. Explain before he starts that some of the words are not real words--just parts of words or syllables or nonsense words, but that he can say them as though they were real words. If the word is read correctly, place a check mark to the left side of the word. If the word is decoded incorrectly, write what the child said on the left side of the word. Indicate no response or "I don't know," by placing a dash to the left of the word. Encourage the child to try or to tell you what he thinks the word might sound like, but give no assistance. You may also encourage the child by verbal approval of his correct responses. If the child gives more than one answer, record all of them and ask him to choose one.

Page 2. (continued)

When the child has completed the 18 short vowel syllables, ask him to read the list again, but this time to read across (from sad to sade). This time, record his answer to the CVC syllable to the right of the word. Then see if he can make the transition to the long vowel (from sad to sade) in the second column. If the child has been unable to read SAD correctly on either try, tell him, "This word is "sad"--what is this one?" (While pointing to sade). Try 4 or 5 words this way; if the child obviously does not know how to handle the vowels, discontinue that part of the test. If he can read most of these vowel sounds correctly, complete the words in the two columns. Then, pointing to one of the pairs, say "You said this is "dim" and this is "dime" and that's right. Why did you change the vowel sounds?" See if the child can verbalize the spelling generalization.

Page 3.

1) Consonant Blends and Digraphs, Initial and Final Position

Ask the child to read down each column. Record his response to the left of the word using a check mark to indicate a correct response, the word said in the case of an incorrect response, or a dash in the case of no response. In the case of incorrect responses, it is important to record exactly what the child said and if he makes several attempts to record all of them. Even when he may eventually get the word right, his "guesses" or attempts at decoding have diagnostic value.

If the child cannot handle the first six or seven words and becomes frustrated in his attempts to do so, discontinue the testing. You may ask the child to look down each column, point to any word he knows, and then tell you the word. Record as above.

Page 4.

1) Double Vowels
R-controlled Vowels

Explain to the child that although this is a list of real words, some of them are uncommon and he may not have heard them before. Record his responses as indicated in 1) above. If it becomes apparent the child cannot read the words, again ask him to point to those words he would like to try or those he knows.

Page 5

1) A spelling test may be given using any graded (normed) spelling list. More important, from a diagnostic point of view, then the grade-equivalent achieved is information as to whether or not the child is using whatever knowledge he possesses of sound/symbol relationships, spelling patterns and syllabication to spell words. If the child has not yet had experience with formal spelling but can read some of the words on page two (short vowel sounds), he may be asked to spell some of the words he read correctly to get the same information.

Page 5. (continued)

2) Sentence Dictation

Choose one of the following sentences for dictation. Explain that you will say the sentence, that the child is to repeat the sentence, and then write it without further help. If it is necessary to repeat the sentence before the child can say it after you, do so. After three trials, if he cannot yet say the sentence correctly, direct him to write it as he said it. Note the number of trials necessary, and the final attempt at repetition. Give no help in writing, and do not correct in the child's presence. Encourage the child to do the best he can. Again, this is worthwhile for the diagnostic information it yields rather than for corrections.

Choice of sentence will depend on the ability level as indicated by performance on previous parts of the test. The sentence should be said in a normal speaking voice and at a conversational rate.

a) That big rat can run as fast as the little kitten.
b) It is not safe to go into that part of the forest alone.
c) The white fox saw the hunter coming so he ran away as quickly as possible.

Informal Survey
Sound/Symbol Relationships and Spelling Patterns

1) Letter Names

f o q z b n w l u c

g v h t j d m a x s

i b e k y p r d

2) Letter Sounds

t v b g a c l b f qu

n w e z m j x s i d

o u k d y r p h

3) Names of Vowels ____________________
Other letters ____________________

4) Alphabet ____________________
____
____

5) Vowel Spelling Patterns

sad	sade	raz	raze
lop	lope	mug	muge
con	cone	quin	quine
bad	bade	ven	vene
kat	kate	hox	hoxe
zot	zote		
net	nete		
yel	yele		
jut	jute		
fib	fibe		
hep	hepe		
wed	wede		
dim	dime		

6) Consonant Blends and Digraphs Initial and Final Position

glad
brat
that
scat
scrap
sled
fret
when
swim
chin
trim
stop

stomp
clip
thin
flop
blot
shot
crop
shaft
thrill
grub
strap
speck

press
gong
bend
pant
mash
fact
best
kept
path
lisp
film
pinch

ring
husk
trench
slump
must
sulk
sock
sink
dots
bland
tempt
bunk

7) Double Vowels
R - Controlled Vowels

deem
ploy
glean
prow
hood
broil
thread
blight
brawl
tow
orb
yearn
flair

clout
worm
sour
croup
bray
loot
touch
whey
shoal
twain
skein
neigh
vault

slurp
lark
clear
flirt
pure
crew
flue
steak

8) Spelling Test

9) Sentence Dictation

10) Observations

STRATEGIES IN EARLY CHILDHOOD

(WAUPUN)

Kindergarten and first grade teachers will need to use Strategies in Early Childhood program with the children that are on Levels 3, 4 and 5 of that program. The Strategies in Early Childhood Prescription Guide (located in Central Stores) will provide many useful suggestions for children that are not ready for a formalized reading program.

Forms are available as a record sheets for recording the objectives accomplished. A color code system will be used by all kindergarten and first grade teachers so that there is consistency. Color the squares green for the skills represented that are known upon entry. If the students accomplish the skills during the first semester, color the square orange. If the students accomplish the skills during the first semester, color the square orange. If the students accomplish the skills during the second semester, color the square purple.

Three bubbles have been added to the Bubble Chart for Strategies in Early Childhood. The kindergarten teacher will need to complete this portion of the chart. If a student has accomplished Levels 3, 4, and 5 then color in the bubbles with light green. Use the same coloring system as on the record sheet, orange for the first semester and purple for the second semester. As students work through Waupun Level 5 they begin receiving instruction with the readiness books of the reading series used in that building. Students completing Level 5 of Strategies in Early Childhood are ready for formalized reading instruction in preprimers and begin Level 3 or SARI.

STRATEGIES IN EARLY CHILDHOOD EDUCATION

Sequence of Performance Objectives

Item No. 87939
- 5/83

LEVEL I MOTOR SENSORY ACTIVATION

VISUAL - LEVEL I

1. Near and Far Vision: By holding two familiar objects at near and far (maximum of 8 feet) points, child will be able to identify the objects being shown.
   (NOTE: After repeated attempts, children who exhibit difficulty in distinguishing objects at near and far points may be in need of more extensive visual testing.)

2. Child will be able to match like colors given a selection of three.

3. Child will be able to categorize objects as being big or little.

4. Child will be able to match three geometric shapes (triangle, circle, square).

5. Child will be able to complete three piece form board. (Puzzle having three isolate pieces.)

AUDITORY - LEVEL I

1. Child can perceive sounds within the normal range of an audiometer. Community resources should be used.

2. Child can indicate an awareness of the sounds around him/her.

3. Child can indicate direction of sustained sounds, i.e., radio, ticking or timer, tape recorder, tone bars, clapping blocks. (Point or face sound.)

4. Child can indicate direction of isolated sounds, (tones-once, blocks clapping, clap of hands).

5. Child can indicate absence of sound, i.e., tape recorder, tape player, (turn off abruptly).

6. Child can indicate awareness of gradual decrease in sound (use tape player or tape recorder).

7. Child can hear and repeat nonsense words after hearing once, i.e., boom-boom, da-da, tick-tick, ma-ma, pa-pa, zip-zip. (5 of 6) (Disregard articulation errors.)

MOTOR - LEVEL I

1. Child can throw an eight inch ball.

2. Child can crawl in a rhythmic coordinated cross pattern (left hand, right knee-right hand, left knee) moving his/her body along a prescribed distance of 15 feet.

3. Child can kick a stationary ball placed 6" in front of him/her a distance of 6 feet, two out of three times.

4. Child can hold own weight from a chinning bar for five seconds.

5. Child can raise legs off the floor from a prone position, holding for eight seconds.

6. Child can tear paper at least 4" x 6" in size.

MOTOR - LEVEL I - continued

7. Child can crumple 1/2 piece of newspaper using two hands.

8. Child can model a simple object from play-dough, such as a ball, snake or pancake, etc.

9. Child can scribble spontaneously with a crayon on a large piece of paper covering at least 75% of the paper.

10. Child can string four large beads within a two minute time period.

11. Child can build a 5-cube tower using 5 1 inch cubes.

12. Child can build a bridge using 3 one inch cubes.

13. Child can locate eyes, nose and mouth.

VERBAL - LEVEL I

1. Child will be able to produce accurately and clearly the following five initial consonants: p, b, m, n, w.

2. Child can use the pronoun "me." Child identifies self in mirror as me.

3. Child can say own name when asked, "What is your first name?"

4. Child can say familiar adult's name when asked, "What is my name?"

5. Child can verbalize the concept of "Belonging to" when asked, "Whose coat (toys, shoes, etc.) is this by responding "mine" or "Mommy's."

6. Child can use nouns as a one word response in response to "What is this?" or "Who is this?" using concrete objects or persons present.

7. Child can use verbs as a one word response in response to examiner performing a simple action and asking. "What am I doing?"

8. Child can verbalize the concept of more than one. When body part pairs are indicated, the child will verbalize (foots or two foots, eyes, ears, etc.)

LEVEL II REFLEXIVE-SENSORY TRACKING

MOTOR SPATIAL AWARENESS

VISUAL - LEVEL II

1. Give a selection of three colors; child can find appropriate color when provided with the name of the color. (Use red, yellow, blue, orange and green, but only present three colors at a time.)

2. Given a selection of four familiar objects, child can find appropriate object when provided with the name of the object.

3. Child can match an object to a picture of that object from a field of five.

4. Child can sort objects or pictures into two distinct categories. (Example: round and not round.)

5. Child will be able to reproduce simple three step patterns using beads, pegs, shapes, objects, etc., in correct sequence.

6. From a field of three objects, child can determine when object has been removed.

7. Child can assemble an 8 piece noninterlocking puzzle together to form a simple picture.

8. Child can match eight of ten two dimensional cutout shapes to their outlines within a relatively short period of time.

9. Child can fix eyes on a stationary target placed in four different positions (left, right, up, down) for a period of ten seconds.

10. Child can track a thumbtack on the end of a pencil with both eyes without moving his/her head as the examiner moves the object horizontally and vertically.

AUDITORY - LEVEL II

1. Child can, after hearing two separate sounds played on a drum, reproduce a loud sound and a soft sound without identifying them.

2. Child can hear and tell whether two sounds are the same (yes or no response). Use the actual object. Child must get 4 of 5 right, i.e., drum-drum, drum-bell, bell-tambourine, bell-bell, tambourine-drum.

3. Child can, when given three sets of canisters, match the sounds by shaking them. Must get 3 out of 3 sets. (i.e., popcorn, water, safety pin, eraser, penny, gravel, styrofoam, and empty)

4. Child can hear a direction given in a normal tone of voice and respond through movement. (Example: Jim, please stand. Jim, walk to the/she door.) (Respond immediately.)

AUDITORY - LEVEL II - continued

5. Child can hear a series of two related directions given in a normal tone of voice and respond through movement. (Must do 3 out of 3 series correctly.)

6. Child can hear a series of two unrelated directions given in a normal tone of voice and respond through movement. (Must do 3 out of 3 series correctly.)

7. Child can upon hearing a sound, find the corresponding concrete object or picture. Three related pictures must be within view. (Must have 8 out of 10 successful attempts.) Use animal, home and neighborhood sounds.

8. Child can hear and recall a series of three unrelated sounds, words and digits, after hearing them once.

MOTOR - LEVEL II

1. Child can throw an 8 inch ball overhand using two hands.

2. Child can put together two-piece interlocking puzzles.

3. Child can locate body parts--head, ears, eyes, mouth, shoulders, elbows, hips, ankles, feet.

4. Child can walk 20 paces ahead, backwards and sideways with body erect.

5. Child can run on a straight 12 inch wide path, 20 paces long, without stepping outside the path.

6. Child can jump over an object of midcalf height and maintain balance.

7. Child can walk up 5 steps, using alternating feet with the help of a railing or holding one hand.

8. Child can roll a ball fast and slow a distance of 6 feet or more.

9. Child can trace outside a large template, triangle, circle, square.

10. Child can copy a circle.

11. Child can copy a plus.

12. Child can snip with scissors holding the paper himself or herself.

VERBAL - LEVEL II

1. Child will be able to produce the six initial consonants: d, t, g, k, j, f.

2. Child can say the proper first names of members of immediate family when asked, "What are the names of the people in your family?" or, "Tell me Mommy's first name, your sisters' names, etc."

3. Child can say own first and last name.

4. Child can name 8 of 10 basic household objects, 8 of 10 foods and 8 of 10 animals when presented with pictures or line illustrations.

VERBAL - LEVEL II - continued

5. The child can use the pronoun "you" when asked, "Who is your teacher?"

6. Child can verbalize more than one by the use of number of (s) when changing from the regular to the plural. Show child one object for identification and then add another object and ask for identification.

7. Child can use a descriptor adjective with a noun as in, "This is a big circle."

8. Child can describe an object by telling its use in response to "What is this for?" or "What do we do with this?" (Teacher indicates: stove, chair, T.V., etc.)

9. Child can tell what is happening in a simple action picture by using noun-verb phrase. (Example: boy swimming, children playing.)

10. Child can recall immediate experiences with meaningful response four of five times. (Example: "What did you have for breakfast?" "What game did we just play?"

11. The child can imitate the action of the adult and repeat what the adult states in relation to the following concepts. (top, next to, around, toward, up, in front of, in back of, high, apart, inside, on, in, off, under, on top of, near, together, outside, out of, away from.)

LEVEL III REPRESENTATIONAL

VISUAL - LEVEL III

1. When given a key picture, child can find pictures that are associated with it. (Example: boots, umbrella, raincoat, etc.)

*2. (1)Child can, from a diffused background, outline six of ten items regardless of ther size or position.

*3. (2)Child can form five figures by connecting dots which are given as contextual clues.

*4. (3)Child can visually discriminate similar objects in nine of ten exercises.

5. Child can piece together a 12-14 piece puzzle.

6. Child can match an isolated alphabet letter to the correct letter from an array of 3 letters.

7. Child can match an isolated numeral to the correct numeral from an array of 3 numerals.

8. Child can recognize first name in lower case letters - (Jane).

AUDITORY - LEVEL III

1. Child can, upon hearing an instumental sound on tape, find the corresponding instrument and reproduce the sound when given a choice of four instruments.

2. Child can identify two sounds as same or different using the words same or different.

*3. (1)Child can, when presented with ten pairs of words, indicate whether the words are the same or different in 8 of 10 situations.

*4. (2)Child can reproduce 4 of 6 clapping patterns.

5. Child can identify an object in response to the sound it makes. Success is 4 of 6 correct. Use whistle, ball, walking, music, telephone and engine noise.

6. Child can carry out 3 related directions in sequence after hearing once without further clues.

7. Child can carry out 3 unrelated directions in sequence after hearing once without further clues.

8. Child can remember one word after a time of one minute. (Remembering a "mystery" word or "magic" word.)

*9. (3)Child can, when given a simple word, produce 2 simple words that rhyme.

MOTOR - LEVEL III

1. Child can maintain static balance on right foot for 5 seconds and left foot for 5 seconds. (Activity buildups; tiptoes, standing, kneeling, sitting with feet off ground, arms out.)

2. (1)Child can maintain flexible balance of body when walking across a 10 foot 2 x 4 inch balance beam forward, backward and sideways in an integrated manner.

3. Child can walk down at least 5 steps using alternating feet with the help of holding onto a railing or holding one hand.

4. Child can gallop forward along a 30 foot 12 inch wide path without stepping off.

*5. (2)Child can hop in a forward direction a distance of 10 feet on the left foot and 10 feet on the right foot.

6. Child can throw a ball and hit a two-foot wide stationary target 3 of 4 times by using a two-handed underhand throw from a stationary position 6 feet away.

7. Child can throw a bean bag into a wastebasket six feet away 4 of 5 times.

8. Child can catch an eight-inch ball on the fly thrown from six feet away 3 of 4 times.

*9. (3)Child can toss an eight-inch ball in the air with both hands and catch it on the first bounce 2 of 3 times.

10. Child can kick a moving ball at least 6 inches, rolled from 10 feet away.

11. Child can fold 9 x 12 inch paper in halves and quarters.

*12. (4)Child can draw a line between two boundary lines approximately 3/8" apart.

13. Child can copy a square, triangle, and X.

14. (5)Child can skip forward on alternating feet approximately 20 feet.

15. Child can write first name in manuscript using lower case - (Don).

VERBAL - LEVEL III

1. Child can verbalize sentences that have a descriptor (adjective), noun and verb pattern by responding appropriately to a stimulus picture when asked, "What do you see in the picture?"

2. Child can use the pronouns she, he, they, appropriately.

3. Child can name eight colors. (red, blue, yellow, green, orange, purple, black, brown)

4. Child can name all body parts, including fingers, toes, neck, shoulders, elbows, heel, wrist, and waist.

5. Child regularly uses possessive noun phrases, i.e., Mommy's coat, Daddy's car.

6. Given two or three sequence activities, the child will verbalize the third sequence, 2 of 3 times, i.e., "Mother cooks the food, then sets the table, what will happen next?"

7. When shown a simple action picture, child can describe activity with simple sentence.

*8. (1)Child can, when shown a simple experience picture, state simply at least three variations of the activity portrayed in the picture.

9. Child can imitate the action of the teacher and verbalize on his/her own the following spatial concepts. (far, beside, below, low, bottom, behind, middle, backward, sideways)

10. Child can, using a picture game of three frames, arrange them in sequential order and tell what is happening in each picture.

*11. (2)Child can, when presented a simple nursery rhyme, recite it accurately from memory using the appropriate verbal expression and gestures.

*12. (3)Child can name 8 of 10 pictures, (objects, people, animals, places)

13. Child can verbalize first and last name.

14. Child can verbalize address.

15. Child can use action words in complete sentences to describe three different situations.

LEVEL IV INTEGRATION

VISUAL MOTOR - LEVEL IV

1. Child can, when given visual directions, move from left to right by drawing solid, broken, and/or dotted lines.
2. Child can, when presented with a geometric form, reproduce 4 of 6 forms.
3. Child can outline four different shapes even when other parts are added, four of five times.
4. Child can cut out straight and curved lines and distinguish whee to cut (approx. 12 x 2 inche/shes).

VISUAL VERBAL - LEVEL IV

1. Child can, when presented with an object, name the object and give at least four characteristics of the object.
2. Child can use action words in complete sentences to describe three different situations.
3. Child can, when presented with a picture, describe, using complete sentences, the feelings of the person portrayed.
4. Child can use and respond with comparative terms to a sentence using size, shape, sound, color, smell, taste, touch.
5. Child can identify and use opposite terms.

6. Child can use the word NOT in three complete sentences describing like and unlike objects or activities.

7. Child can use singular and plural forms of verbs in the present and past tense in complete sentences.

8. Child can, when shown several objects, describe the spatial relationship between the items portrayed.

9. Child can, when given a word, respond with a synonym and/or a definition.

AUDITORY MOTOR - LEVEL IV

1. Child can, when given oral directions, distinguish body parts by moving the right and/or left side of his/her body (arms, legs, shoulder, elbows, ankles, hands).

2. Child can, when given oral directions, demonstrate his/her understanding of the following terms: forward-backward, on top-above-below, inside-outside, left-right, between, and middle.

3. Child can, when given oral directions, move from left to right by drawing solid, broken, and/or dotted lines.

4. Child can clap in response to basic rhythm.

LEVEL V IMAGERY - MEMORY AND SEQUENCING

1. Child can, after being presented two-thirds of a story, supply the ending.
2. Child can recall four details about clothing worn by another child.
3. Child can, when shown a picture for five seconds, recall at least four details in the picture.
4. Child can repeat by writing, pantomiming, or verbalizing a series of four figures, letters, numbers, and/or words in proper sequence.
5. Child can pantomime, verbalize or illustrate a story he/she has heard.
6. Child can, after viewing a room which has been rearranged, recall positions of objects in the room.
7. Child can follow up proper sequence directions involving five different activities.
8. Child can recall in correct sequence a five-step activity described to him/her.

AUDITORY VERBAL - LEVEL IV

1. Child can, upon hearing sounds made by an object, name and describe the object.

2. Child can, after listening to a story, retell the story using complete sentences.

3. Child can, after listening to three-fourths of an eight-sentence experience story, verbalize an ending to the story.

4. Child can, from memory, give first names of at least seven members of his/her class.

5. Child can, after hearing a story depicting a worker, identify four workers of the community. Example: principal, electrician.

6. Child can, when given a word, respond with a synonym and/or a definition.

7. Child can, after hearing a rhythmic phrase or sentence, supply a corresponding pattern.

8. Child can, after hearing a story or poem, describe in complete sentences an individual's feelings.

SARI

Systematic Approach To Reading

SARI is a sequential, step-to-step management system based on performance objectives with criterion-referenced tests. The system is designed to increase proficiency of students and teachers to function more effectively with reading skills and to increase student performance. The objective of the design is to expedite individually guided instruction for reading skill development in first through eighth grade.

A committee was formed to study the SARI material during the second semester of 1974-75 school year. The members of the committee are listed following this page.

Reading Skill Areas

SARI's reading continuum is divided into four main skill areas: Vocabulary, Word Analysis, Comprehension and Oral Reading. Each objective has been identified as a critical skill relating to a specific achievement level. There are thriteen achievement levels, classified as follows:

0.0	Readiness
1.0	Kindergarten
2.0	Pre-Primer
3.0	Primer
4.0	First Reader
5.0	Second Reader 1
6.0	Second Reader 2
7.0	Third Reader
8.0	Fourth Reader
9.0	Fifth Reader
10.0	Sixth Reader
11.0	Seventh Reader
12.0	Eighth Reader

Each reading skill is accompanied by a pre-test and a post-test. These tests assist the teacher in assessing the learner's needs and in evaluating his progress. SARI is not a complete reading program; however, it may be easily adopted or adapted by teachers for the purpose of developing a more comprehensive program.

The Numbering System

The reading design features a functional numbering system which identifies (1) reading levels, (2) skill areas, and (3) performance objectives. The following is a breakdown of the numbering system:

7.2.1 The first place number indicates reading level, not necessarily grade level.

0.0 Level
1.0 Level
2.0 Level
3.0 Level
4.0 Level
5.0 Level
6.0 Level
7.0 Level
8.0 Level
9.0 Level
10.0 Level
11.0 Level
12.0 Level

Kindergarten through Eighth Grade

7.2.1 The second place number indicates a skill area.

.1 Vocabulary
.2 Word Analysis
.3 Comprehension

7.2.1 The third place number indicates a performance objective and identifies a specific pre-test and post-test related to that level and skill area.

Summarizing, an explanation of the numbering system with respect to Objective 7.2.1 is:

7 = The first place number indicates reading level seven, comparable for material at grade three.

2 = The second place number indicates a word analysis skill.

1 = The third place number indicates a performance objective.

7	.2	.1
reading level	skill area	objective

Administration of Pre-Tests

When a pre-test is administered to a student at the beginning of his/her instructional reading level, it should be interpreted as an assessment test to help determine the student's strength and weakness in relation to a specific skill. After the test has been administered the teacher scores the test to determine whether or not the student has met the criteria for mastering the skill.

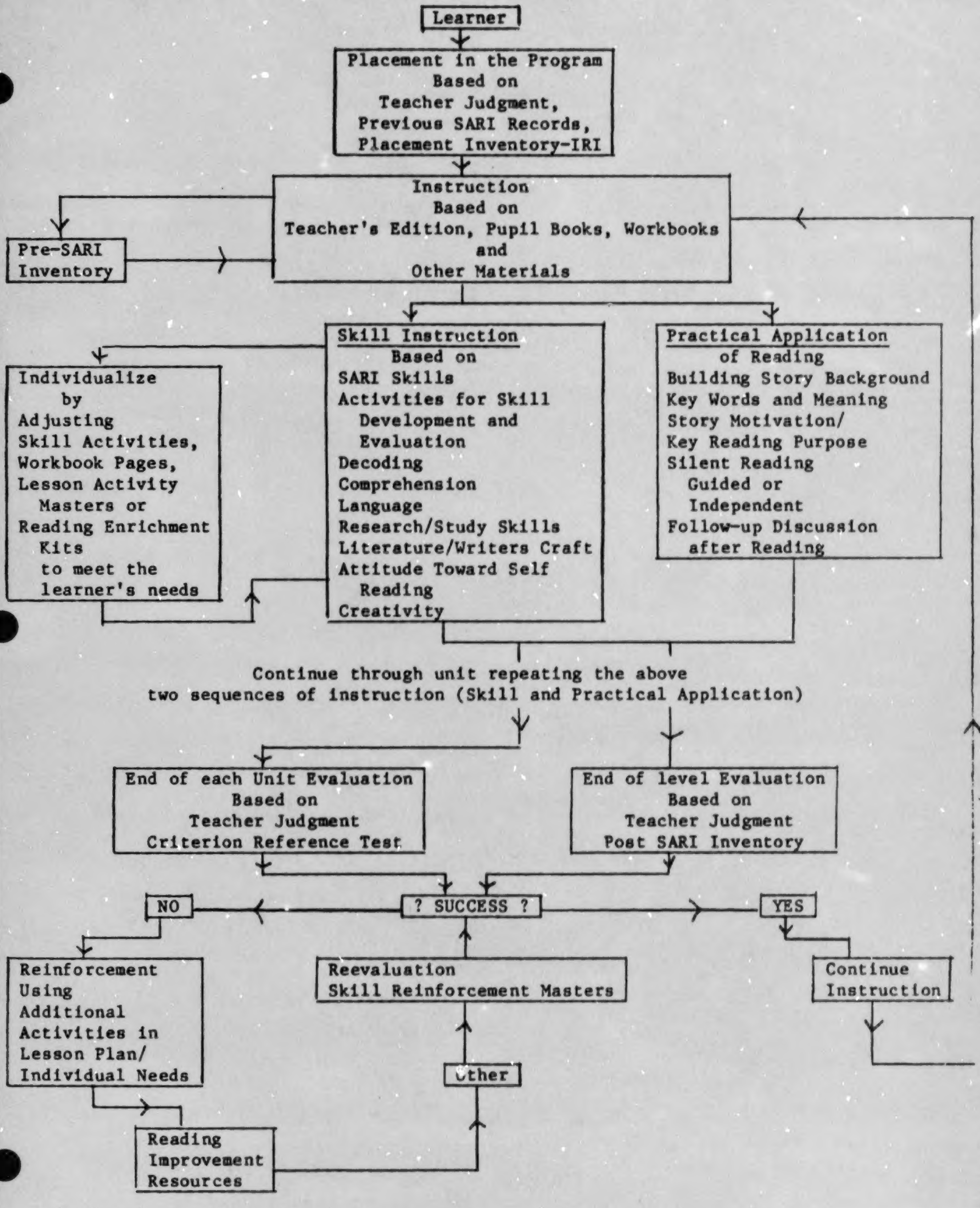
For those students successfully completing a pre-test, the date is recorded on the appropriate bubble on the bubble chart and the bubble is colored in by the student. The teacher also records this on the group SARI objective record sheet by coloring in the upper left triangle of the square for that objective. If the student does not pass the pre-test his score is recorded in this same portion of the square. Post-tests are given only at the conclusion of an instructional reading level and only to those students who did not pass the pre-test for particular objectives. For example, a student who has been pre-tested on level 7 skills will not be post-tested on the skills he needs to master until he/she has completed or nearly completed the third reader. The pre-tests for level 8 would then be administered and the results evaluated and recorded. The results of the pre-testing identify small groups of students who need instruction in the same skill area and level. If the student is unsuccessful on the post-test, additional instructional activities are developed to help the student master the skill. When the student successfully completes the post-test, the date is recorded on the bubble chart and the bubble is colored in by the student. The teacher also colors the lower right triangle of the square for each objective passed on the SARI objective sheet.

Record-Keeping Activities

Although discussed above, the recording procedures are compiled below for clarity of purpose.

Student passes Pre-Test	Student does not pass Pre-Test --passes Post-Test later
1. Class Record Chart	1. Class Record Chart
a. Color upper half of appropriate square diagonally.	a. Record student score in upper half appropriate square.
	b. Plan instructional activities for student using prescriptive materials related to skill area.
	c. Administer Post-test at completion of instructional level.
	d. Color lower half of appropriate square diagonally.
2. Student Bubble Chart	2. Student Bubble Chart
a. Record date and have student color appropriate bubble.	a. The date of the pre-test is recorded.
	b. Record date and have student color appropriate bubble after passing Post-Test.

CHART II


Learner
Placement in the Program Based on Teacher Judgment, Previous SARI Records, Placement Inventory-IRI
Instruction Based on Teacher's Edition, Pupil Books, Workbooks and Other Materials
Pre-SARI Inventory
Skill Instruction Based on SARI Skills Activities for Skill Development and Evaluation Decoding Comprehension Language Research/Study Skills Literature/Writers Craft Attitude Toward Self Reading Creativity
Practical Application of Reading Building Story Background Key Words and Meaning Story Motivation/ Key Reading Purpose Silent Reading Guided or Independent Follow-up Discussion after Reading
Individualize by Adjusting Skill Activities, Workbook Pages, Lesson Activity Masters or Reading Enrichment Kits to meet the learner's needs
Continue through unit repeating the above two sequences of instruction (Skill and Practical Application)
End of each Unit Evaluation Based on Teacher Judgment Criterion Reference Test
End of level Evaluation Based on Teacher Judgment Post SARI Inventory
NO
? SUCCESS ?
YES
Reinforcement Using Additional Activities in Lesson Plan/ Individual Needs
Reevaluation Skill Reinforcement Masters
Continue Instruction
Other
Reading Improvement Resources

SET OF THE OBJECTIVES

SARI Level 2 - 10

PERFORMANCE OBJECTIVES

SARI

2.0

2.1.1 The learner will recall and write the upper and lower case symbol for each letter of the alphabet. Given 24 letters of the alphabet orally, the learner will write the upper and lower case letter for each.

MINIMUM: 21 correct

2.1.2 The learner will recognize pre-primer words. Given 20 rows of 4 words each, the learner will circle the word he hears in each row.

MINIMUM: 18 correct

2.1.3 The learner will read words from a basic pre-primer sight vocabulary list. Given 40 words, the learner will read each word orally.

MINIMUM: 36 correct

2.2.1 The learner will discriminate auditorily the rhyming sounds ar, ate, ed, ee, en, and og. Given 6 rows of 4 pictures each, the learner will circle 3 pictures in each row having names that rhyme.

MINIMUM: 6 correct rows

2.2.2 The learner will identify the initial sounds and letters b,c,d,f,g,h,j,k,l,m,n,p,r,s,t,v,w,y and z. Given 19 pictures with 3 letters beneath each, the learner will circle the letter with which the name of each picture begins.

MINIMUM: 18 correct

2.3.1 The learner will read and sequence sentences. Given 2 stories of 2 sentences each, the learner will number them in the correct sequence.

MINIMUM: 4 correct

3.0

3.1.1 The learner will read words from a basic primer sight vocabulary list. Given 50 words, the learner will read each word orally.

MINIMUM: 45 correct

3.2.1 The learner will identify rhyming words and pictures. Given 14 rows of 3 pictures each, the learner will circle the picture in each row having a name that rhymes with the printed word in each row.

MINIMUM: 13 correct rows

3.2.2 The learner will identify final sounds and letters d,g,k, l,m,n,p,r,s and t. Given 10 pictures with 4 letters beneath each picture, the learner will circle the letter that represents the final sound of each picture name.

MINIMUM: 9 correct

3.2.3 The learner will identify initial sounds using letters b,c,d,f,g,h,j,k,l,m,n,p,r,s,t,v,w,y and z. Given 19 pictures with incomplete words, the learner will write the initial letter for each word.

MINIMUM: 19 correct

3.3.1 The learner will read a story and sequence sentences. Given a story and 4 sentences, the learner will number each sentence in the correct sequence.

MINIMUM: 4 correct

3.3.2 The learner will read a story and recall details. Given a story and 5 questions with 3 choices each, the learner will select the correct answer for each question.

MINIMUM: 4 correct

3.3.3 The learner will read stories and select main ideas. Given 3 stories with 4 titles each, the learner will select the best title for each story.

MINIMUM: 3 correct

4.0

4.1.1 The learner will read words from a first reader vocabulary list. Given 70 words, the learner will read each word orally.

MINIMUM: 63 correct

4.2.1 The learner will identify final sounds using letters b,d,f,g,k,l,m,n,p,r,s,t,v and z. Given 20 pictures, the learner will write the letter that represents the final sound of each picture name.

MINIMUM: 18 correct

4.2.2 The learner will identify rhyming words. Given 14 rows of 5 words each, the learner will circle the word in each row that rhymes with the first word.

MINIMUM: 13 correct

4.3.1 The learner will read a story and sequence sentences. Given a story and 5 sentences, the learner will number each sentence in the correct sequence.

MINIMUM: 5 correct

4.3.2 The learner will read a story and recall details. Given a story and 5 incomplete sentences with 3 choices each, the learner will complete each sentence.

MINIMUM: 5 correct

4.3.3 The learner will read poems and select main ideas. Given 4 poems with 3 title choices for each, the learner will select the best title for each poem.

MINIMUM: 4 correct

5.0

5.1.1 The learner will identify antonyms in context. Given 10 complete and 10 incomplete sentences, the learner will complete each sentence by selecting a word from the word bank that has the opposite meaning of the underlined word in each complete sentence.

MINIMUM: 9 correct

5.2.1 The learner will use the inflectional endings ed, ing, and s. Given 10 incomplete sentences with 3 choices for each, the learner will select a word to complete each sentence.

MINIMUM: 9 correct

5.2.2 The learner will identify the digraph sounds ch, sh, th and wh. Given 10 rows of 4 pictures each, the learner will select a picture in each row having a name that begins with the same digraph as the name of the first picture.

MINIMUM: 9 correct

5.2.3 The learner will differentiate long and short vowel sounds in words. Given 10 rows of 4 words each, the learner will select the word in each row that has the same vowel sound as the first word.

MINIMUM: 9 correct

5.3.1 The learner will read a story and answer sequence questions. Given a story and 5 sequence questions, the learner will indicate the correct answer from 3 choices.

MINIMUM: 4 correct

5.3.2 The learner will use context clues to complete sentences. Given 10 incomplete sentences, the learner will select a word from the word bank to complete each sentence.

MINIMUM: 9 correct

5.3.3 The learner will read stories and select the main ideas. Given 5 short stories with 3 main ideas for each, the learner will select the main idea for each story.

MINIMUM: 4 correct

6.0

6.1.1 The learner will use compound words to complete sentences. Given 10 incomplete sentences, the learner will select a compound word to complete each sentence.

MINIMUM: 9 correct

6.1.2 The learner will identify synonyms in context. Given 10 complete and 10 incomplete sentences, the learner will complete each sentence by selecting a word from the bank that has the same meaning as the underlined word in each complete sentence.

MINIMUM: 9 correct

6.1.3 The learner will read the Dolch Basic Sight Vocabulary List. Given 220 words, the learner will read each word orally.

MINIMUM: 205 correct

6.2.1 The learner will identify the 2 letter blends bl,br,cl, cr,dr,fl,fr,gl,gr,pl,sl,sn,sp,st,sw and tr. Given 10 rows of 4 pictures each, the learner will select a picture in each row having a name that begins with the same blend as the name of the first picture.

MINIMUM: 9 correct

6.2.2 The learner will differentiate long and short vowel sounds in words. Given 10 different vowel sounds the learner will select the correct group of words for each vowel sound.

MINIMUM: 9 correct

6.3.1 The learner will read stories and select correct story endings. Given 5 incomplete stories with 3 endings for each, the learner will select the best ending for each story.

MINIMUM: 4 correct

6.0 (continued)

6.3.2 The learner will read a story and recall details. Given a story and 9 incomplete sentences with 3 choices each, the learner will complete each sentence.

MINIMUM: 8 correct

6.3.3 The learner will read stories and select main ideas. Given 5 stories with 3 titles for each, the learner will select the best title for each story.

MINIMUM: 4 correct

7.0

7.1.1 The learner will identify words that have 2 meanings. Given 10 pairs of complete sentences, the learner will select a word from the word bank that completes each pair of sentences.

MINIMUM: 9 correct

7.1.2 The learner will identify homonyms in context. Given 10 incomplete sentences with 2 words for each, the learner will select the homonym that completes each sentence.

MINIMUM: 9 correct

7.2.1 The learner will define words to which affixes have been added. Given 10 words with the prefixes dis, re, and un, and the suffixes ful, less, and ness, the learner will select the meaning for each word.

MINIMUM: 9 correct

7.2.2 The learner will identify the vowel diphthongs au, aw, oi, ou,ow, and oy. Given 10 groups of 3 words each, the learner will select the vowel diphthong in each group that is different.

MINIMUM: 9 correct

7.0 (continued)

7.3.1 The learner will read stories and make judgments by selecting middle paragraphs. Given 6 incomplete short stories with 2 middle paragraphs for each, the learner will select the best middle paragraph for each story.

MINIMUM: 5 correct

7.3.2 The learner will read a story and scan for details. Given a story with 8 sections and 8 sentences containing details from the story, the learner will identify a sentence for each section.

MINIMUM: 7 correct

7.3.3 The learner will read stories and select main ideas. Given 6 stories with 3 main ideas for each, the learner will select the main idea for each story.

MINIMUM: 5 correct

8.0

8.1.1 The learner will identify through context definitions of words having multiple meanings. Given 10 sentences with 3 definitions for each underlined word, the learner will select the correct definition for each word.

MINIMUM: 9 correct

8.1.2 The learner will read a story and identify synonyms, homonyms and antonyms. Given a story and 15 words, the learner will select words from the story that are synonyms, homonyms and antonyms.

MINIMUM: 14 correct

8.1.3 The learner will classify words. Given 20 words and 4 classifications the learner will select the classification for each word.

MINIMUM: 18 correct

8.0 (continued)

8.2.1 The learner will identify and use rules of syllabication. Given 10 words, the learner will identify the number of syllables for each word.

MINIMUM: 9 correct

8.2.2 The learner will identify the prefixes bi,de,ex,im,in,mid, non,pre,post,sub and tri, and the suffices able,ance,en, er,ish and ment.

Part I: Given 11 words the learner will select the root word.
Part II: Given 11 root words in phrases the learner will select the correct form of the words.

MINIMUM: 18 correct

8.3.1 The learner will distinguish between fact and opinion. Given 10 sentences and a story with numbered sentences, the learner will classify each sentence as fact or opinion.

MINIMUM: 18 correct

8.3.2 The learner will read stories and determine place relationships. Given 2 stories and 10 questions with 4 choices each, the learner will select the correct answer for each question.

MINIMUM: 9 correct

8.3.3 The learner will read a story and recall details. Given a story and 8 questions with 4 choices each, the learner will select the correct answer for each question.

MINIMUM: 7 correct

9.0

9.1.1 The learner will identify synonyms. Given 10 sentences with 4 choices for each underlined word, the learner will select the best synonym for each.

MINIMUM: 9 correct

9.0 (continued)

9.1.2 The learner will make concrete analogous relationships. Given 10 sentences, with an incomplete analogy and an underlined word in each, the learner will select from 4 choices a word that completes each analogy.

MINIMUM: 9 correct

9.1.3 The learner will classify phrases. Given 10 sentences with an underlined phrase in each, the learner will classify each as a how, what, when, where, who, or why phrase.

MINMUM: 9 correct

9.2.1 The learner will match words with their phonetic spellings. Given a phonetic key and 10 phonetically spelled words with 4 choices each, the learner will select the correct word for each phonetic spelling.

MINIMUM: 9 correct

9.2.2 The learner will identify root words and affixes. Given 20 definitions, the learner will select the correct word for each definition.

MINIMUM: 18 correct

9.3.1 The learner will read a story and judge the validity of statements. Given a story and 10 statements with 3 judgmental categories, the learner will select the best category for each statement.

MINIMUM: 9 correct

9.3.2 The learner will read stories and determine time relationships. Given 4 stories and 10 time-related questions with 4 choices each, the learner will select the correct answer.

MINIMUM: 9 correct

9.3.3 The learner will read paragraphs and identify themes. Given 8 paragraphs and 8 themes, the learner will select the correct theme for each paragraph.

MINIMUM: 7 correct

10.0

10.1.1 The learner will identify words as either traits or feelings. Given 15 sentences with an underlined word in each, the learner will classify each word as a trait or feeling.

MINIMUM: 14 correct

10.1.2 The learner will make abstract analogous relationships. Given 10 sentences with an incomplete analogy and an underlined word in each, the learner will select from the word bank a word that completes each analogy.

MINIMUM: 9 correct

10.2.1 The learner will use diacritical markings to determine the meanings of words. Given 10 words in context, the learner will select phonetic spelling for each word.

MINIMUM: 9 correct

10.2.2 The learner will add affixes to words to match definitions. Given 10 definitions the learner will select the word to match each definiton.

MINIMUM: 9 correct

10.3.1 The learner will read stories and determine the cause-effect relationships. Given 2 stories and 8 statements, the learner will select the correct cause-effect relationship.

MINIMUM: 7 correct

10.3.2 The learner will read stories and determine time relationships. Given 4 short stories, 10 sentences and 4 time related classifications for each, the learner will classify the sentences in the correct historical period.

MINIMUM: 8 correct

10.3.3 The learner will read 2 articles and identify the main ideas. Given 2 articles and 8 main ideas, the learner will select the correct main idea for each paragraph.

MINIMUM: 7 correct

11.0

11.1.1 The learner will identify figures of speech and colloquial expressions. Given 20 sentences with underlined figures of speech or colloquial expressions and 20 meanings, the learner will select the correct meaning for each.

MINIMUM: 18 correct

11.3.1 The learner will read paragraphs and identify words that persuade him toward a definite viewpoint. Given 2 paragraphs with underlined words in each, the learner will select the underlined words that persuade him.

MINIMUM: 18 correct

11.3.2 The learner will read a story and determine time relationships. Given a story, 5 incomplete sentences with 4 choices each, and 10 statements with 3 time relationship choices for each, the learner will select the correct answer for each.

MINIMUM: 14 correct

11.3.3 The learner will skim a story for details. Given a story and 10 incomplete sentences, the learner will skim the story and complete the sentences within 5 minutes.

MINIMUM: 9 correct

SET OF THE OBJECTIVES

LISTENING AND LANGUAGE

LISTENING AND LANGUAGE OBJECTIVES

L-1 Pre test and Post-test	Given a series of letters in groups of two and three, the student will respond orally by saying the names of the letters in the order they are printed from left to right. MINIMUM: 2 series
L-2 Pre test	Given two groups of four words orally, the student will repeat the words in the sequence given. MINIMUM: 2 groups
L-2 Post test	Given three groups of four words orally, the student will repeat the words in the sequence given. MINIMUM: 3 groups
L-3 Pre test and Post test	Given a sentence orally, the student will repeat a sentence of a length appropriate to his grade level. MINIMUM: 1) 8 words 2) 10 words 3) 17 words
L-4 Pre test and Post test	Given a verbal sequence of four words the student will arrange four pictures in that order. PRE-TEST MINIMUM: 1 correct sequence - one trial POST-TEST MINIMUM: 2 correct sequences (one trial each)
L-5 Pre test and Post test	After listening to a story orally the student will order four pictures to fit the sequence suggested by the story and retell the story. MINIMUM: 4
L-6 Pre test	Given four pictures prearranged, the student will tell a story in the sequence suggested by the pictures. MINIMUM: 4
L-6 Post test	Given five pictures prearranged, the student will tell a story in the sequence suggested by the pictures. MINIMUM: 5
L-7 Pre test	Given four pictures, the student will arrange the pictures and tell a logical story, telling at least one sentence about each picture.
L-7 Post test	Given five pictures, the student will arrange the pictures and tell a logical story, telling at least one sentence about each picture. MINIMUM: 5

L-8 Pre test and Post test	Given 30 pairs of words the student will be able to indicate whether or not the two words in the pair are the same or different by saying "same" or "different." MINIMUM: 25
L-9 Pre test and Post test	Given a four part verbal direction the student will follow the direction in the sequence given and describe in sequence what he/she has done. MINIMUM: 4 in correct sequence
L-10 Pre test	Given the direction to copy four letters the student will demonstrate his understanding of left to right progression. MINIMUM: Student must start at left and write all letters in the same order as shown on the model.
L-10 Post test	Given the direction to copy five letters the student will demonstrate his understanding of left to right progression. MINIMUM: Student must start at left and copy all letters in the same order as shown on the model
L-10a Pre test and Post test	Given the direction to copy a sentence the student will demonstrate his understanding of left to right progression. MINIMUM: Student must start at the left and write all words in correct order.
L-11 Pre test and Post test	Given four verbal directions specifying the use of the right or left hand the student will carry out the directions. MINIMUM: 4
L-12 Pre test and Post test	Given the following verbal direction, the student will carry out directions on the paper provided. MINIMUM: 5
L-13 Pre test and Post test	Given a picture the student will respond with three sentences using negatives. MINIMUM: 3 sentences
L-14 Pre test and Post test	Given six sets of three pictures the student will select the two that go together and tell how they are related and why the other picture does not fit. MINIMUM: 5 sets
L-15 Pre test and Post test	Given 5 sentences orally with each sentence containing one inconsistent word, the student will be able to choose the word that does not fit the context and supply a word that does fit. MINIMUM: 4

L-16
Pre test
and
Post test

When given five incomplete analogies verbally, the student will be able to correctly complete the sentences.

MINIMUM: 4

L-16a
Pre test
and
Post test

When given five incomplete analogies verbally, the student will be able to correctly complete the sentences.

MINIMUM: 4

L-17
Pre test
and
Post test

Given five sentences orally with the last word deleted, the student will supply an appropriate word to complete each sentence.

MINIMUM: 4

L-17a
Pre test
and
Post test

Given five sentences orally with the last word deleted, the student will supply an appropriate word to complete each sentence.

MINIMUM: 4

L-18
Pre test
and
Post test

Given ten sentences with the verb deleted, the student will supply an appropriate verb to complete each sentence.

MINIMUM: 9

L-19
Pre test
and
Post test

Given a picture the student will respond with four sentences describing content and/or activity in the picture

MINIMUM: 4

L-20
Pre test
and
Post test

After listening to a story of approximately 125 words, the student will answer the questions in writing with 80% accuracy

SET OF THE OBJECTIVES

VOCABULARY

VOCABULARY

S 2.1.2 The learner will recognize pre-primer words. Given 20 rows of 4 words each, the learner will circle the word he hears in each row.

MINIMUM: 18 correct

S 2.1.3 The learner will read words from a basic pre-primer sight vocabulary list. Given 40 words, the learner will read each word orally.

MINIMUM: 36 correct

2.1.3a Given selected vocabulary from experience stories, the student will read a list of 25 words in 25 seconds.

MINIMUM: 25 correct

2.1.4 Given the classroom basal reader vocabulary, the student will recognize at sight 100% of the words.

S 3.1.1 The learner will read words from a basic primer sight vocabulary list. Given 50 words. the learner will read each word orally.

MINIMUM: 45 correct

3.1.1a Given the classroom basal reader vocabulary, the student will recognize at sight 100% of the basic words.

3.1.1b Given 15 basal vocabulary words, the student will choose the correct meaning from four choices with 90% accuracy.

S 4.1.1 The learner will read words from a first reader vocabulary list. Given 70 words, the learner will read each word orally.

MINIMUM: 63 correct

4.1.1a Given the classroom basal reader vocabulary, the student will recognize at sight 100% of the basic words.

4.1.1b Given selected basal vocabulary words, the student will choose the correct meaning from four choices with 90% accuracy.

S 5.1.1 The learner will identify antonyms in context. Given 10 complete and 10 incomplete sentences, the learner will complete each sentence by selecting a word from the word bank that has the opposite meaning of the underlined word in each complete sentence.

MINIMUM: 9 correct

5.1.1a Given the classroom basal reader vocabulary, the student will recognize at sight 100% of the basic words.

5.1.1b Given selected basal vocabulary words, the student will choose the correct meaning from four choices with 90% accuracy.

S 6.1.1 The learner will use compound words to complete sentences. Given 10 incomplete sentences, the learner will select a compound word to complete each sentence.

MINIMUM: 9 correct

S 6.1.2 The learner will identify synonyms in context. Given 10 complete and 10 incomplete sentences, the learner will complete each sentence by selecting a word from the bank that has the same meaning as the underlined word in each complete sentence.

MINIMUM: 9 correct

S 6.1.3 The learner will read the Dolch Basic Sight Vocabulary List. Given 220 words, the learner will read each word orally.

MINIMUM: 205 correct

6.1.3a Given the classroom basal reader vocabulary, the student will recognize at sight 100% of the basic words.

6.1.3b Given selected basal vocabulary words, the student will choose the correct meaning from four choices with 90% accuracy.

S 7.1.1 The learner will identify words that have 2 meanings. Given 10 pairs of complete sentences, the learner will select a word form the word bank that completes each pair of sentences.

MINIMUM: 9 correct

7.1.1a Given the classroom basal reader vocabulary, the student will recognize at sight 100% of the basic words.

7.1.1b Given selected basal vocabulary words, the student will choose the correct meaning from four choices with 90% accuracy.

S 7.1.2 The learner will identify homonyms in context. Given 10 incomplete sentences with 2 words for each, the learner will select the homonym that completes each sentence.

MINIMUM: 9 correct

S 8.1.1 The learner will identify through context definitions of words having multiple meanings. Given 10 sentences with 3 definitions for each underlined word, the learner will select the correct definition for each word.

MINIMUM: 9 correct

8.1.1a Given the classroom basal reader vocabulary, the student will recognize at sight 100% of the basic words.

8.1.1b Given selected basal vocabulary words, the student will choose the correct meaning from four choices with 90% accuracy.

S 8.1.2 The learner will read a story and identify synonyms, homonyms and antonyms. Given a story and 15 words, the learner will select words from the story that are synonyms, homonyms and antonyms.

MINIMUM: 14 correct

S 8.1.3 The learner will classify words. Given 20 words and 4 classifications the learner will select the classification for each word.

MINIMUM: 18 correct

S 9.1.1 The learner will identify synonyms. Given 10 sentences with 4 choices for each underlined word, the learner will select the best synonym for each.

MINIMUM: 9 correct

9.1.1a Given selected basal reader vocabulary the student will recognize at sight 100% of the basic words.

S 9.1;2 The learner will make concrete analogous relationships. Given 10 sentences, with an imcomplete analogy and an underlined word in each, the learner will select from 4 choices a word that completes each analogy

MINIMUN: 9 correct

S 9.1.3 The learner will classify phrases. Given 10 sentences with an underlined phrase in each, the learner will classify each as a how, what, when, where, who, or why phrase.

MINIMUM: 9 correct

SET OF THE OBJECTIVES

COMPREHENSION

COMPREHENSION

S 2.3.1 The learner will read and sequence sentences. Given 2 stories of 2 sentences each, the learner will number them in the correct sequence.

MINIMUM: 4 correct

2.3.2 Given a picture the student will dictate an experience story in three simple sentences and read it back with 75% accuracy.

2.3.3 Given an experience story dictated by the student s/he will demonstrate understanding of the concepts of "word", "phrase" and "sentence" by locating each of them in the story as the teacher directs.

S 3.3.1 The learner will read a story and sequence sentences. Given a story and 4 sentences, the learner will number each sentence in the correct sequence.

MINIMUM: 4 correct

3.3.1a When presented with the sentences of a story, the student will arrange the sentences in sequential order with 100% accuracy.

S 3.3.2 The learner will read a story and recall details. Given a story and 5 questions with 3 choices each, the learner will select the correct answer for each question.

MINIMUM: 4 correct

3.3.2a Given four-sentence story and four questions with three choices each. the student will select the answers telling who, what, when and where with 100% accuracy.

S 3.3.3 The learner will read stories and select main ideas. Given 3 stories with 4 titles each, the learner will select the best title for each story.

MINIMUM: 3 correct

3.3.3a Given a list of 15 words, the student will sort them into the following categories: Animals, Toys, Things I Can Do.

MINIMUM: 14

3.3.4 Given a picture the student will be able to write a simple sentence about the content of the picture which includes who and what happened.

S 4.3.1 The learner will read a story and sequence sentences. Given a story and 5 sentences, the learner will number each sentence in the correct sequence.

MINIMUM: 5 correct

S 4.3.2 The learner will read a story and recall details. Given a story and 5 incomplete sentences with 3 choices each, the learner will complete each sentence.

MINIMUM: 5 correct

4.3.2a Given a short paragraph with incomplete sentences, the student will choose words from a word bank to complete the sentences.

S 4.3.3 The learner will read poems and select main ideas. Given 4 poems with 3 title choices for each, the learner will select the best title for each poem.

MINIMUM: 4 correct

4.3.3a Given a list of 20 words, the student will sort them into the following categories: Things I Can See, Things I Can Hear, Things I Can Do.

MINIMUM: 18

S 5.3.1 The learner will read a story and answer sequence questions. Given a story and 5 sequence questions, the learner will indicate the correct answer from 3 choices.

MINIMUM: 4 correct

S 5.3.2 The learner will use context clues to complete sentences. Given 10 incomplete sentences, the learner will select a word from the word bank to complete each sentence.

MINIMUM: 9 correct

5.3.2a Given a short paragraph with incomplete sentences, the student will choose words from a word bank to complete the sentences.

S 5.3.3 The learner will read stories and select the main ideas. Given 5 short stories with 3 main ideas for each, the learner will select the main idea for each story.

MINIMUM: 4 correct

5.3.3a Given a list of 20 phrases, the student will sort them into the following categories: Things to Eat, Time of Day, Directions.

MINIMUM: 18

5.3.3b Given six groups of four phrases, one of which classifies the group, the student will circle the classifying phrase.

MINIMUM: 5

5.3.3c Given six groups of four sentences, the student will underline that sentence in each group that tells about all of the other sentences in the group with 100% accuracy.

MINIMUM: 5

5.3.4 Given 24 words or phrases the student will classify them into the following categories. Who, What, When, Where, Why, How.

MINIMUM: 22

S 6.3.1 The learner will read stories and select correct story endings. Given 5 incomplete stories with 3 endings for each, the learner will select the best ending for each story.

MINIMUM: 4 correct

S 6.3.2 The learner will read a story and recall details. Given a story and 9 incomplete sentences with 3 choices each, the learner will complete each sentence.

MINIMUM: 8 correct

S 6.3.3 The learner will read stories and select main ideas. Given 5 stories with 3 titles for each, the learner will select the best title for each story.

MINIMUM: 4 correct

6.3.3a Given groups of four sentences, three of which go together, the student will draw a line through the sentence that does not belong with the other three with 100% accuracy.

S 7.3.1 The learner will read stories and make judgments by selecting middle paragraphs. Given 6 incomplete short stories with 2 middle paragraphs for each, the learner will select the best middle paragraph for each story.

MINIMUM: 5 correct

S 7.3.2 The learner will read a story and scan for details. Given a story with 8 sections and 8 sentences containing details from the story, the learner will identify a sentence for each section.

MINIMUM: 7 correct

S 7.3.3 The learner will read stories and select main ideas. Given 6 stories with 3 main ideas for each, the learner will select the main idea for each story.

MINIMUM: 5 correct

7.3.4 Given a story of approximately 100 words to be read silently and a list of ten statements, the student will select six statements that are true.

MINIMUM: 9 correct

7.3.5 Given 8 topic sentences for paragraphs of different patterns, the student will predict the pattern by underlining the signal word and selecting the pattern.

MINIMUM: 13 correct

S 8.3.1 The learner will distinguish between fact and opinion. Given 10 sentences and a story with numbered sentences, the learner will classify each sentence as fact or opinion.

MINIMUM: 18 correct

S 8.3.2 The learner will read stories and determine place relationships. Given 2 stories and 10 questions with 4 choices each, the learner will select the correct answer for each question.

MINIMUM: 9 correct

S 8.3.3 The learner will read a story and recall details. Given a story and 8 questions with 4 choices each, the learner will select the correct answer for each question.

MINIMUM: 7 correct

S 9.1.3 The learner will classify phrases. Given 25 sentences with an underlined phrase in each, the learner will classify each as a how, what, when, where, who, or why phrase.

MINIMUM: 23

S 9.3.1 The learner will read a story and judge the validity of statements. Given a story and 10 statements with 3 judgmental categories, the learner will select the best category for each statement.

MINIMUM: 9 correct

S 9.3.2 The learner will read stories and determine time relationships. Given 4 stories and 10 time-related questions with 4 choices each, the learner will select the correct answer.

MINIMUM: 9 correct

S 9.3.3 The learner will read paragraphs and identify themes. Given 8 paragraphs and 8 themes, the learner will select the correct theme for each paragraph.

MINIMUM: 7 correct

9.3.4 Given four paragraphs the learner will recognize the signal words and select paragraph pattern.

MINIMUM: 18

SET OF THE OBJECTIVES

WORD ANALYSIS

WORD ANALYSIS

S 2.1.1 The learner will recall and write the upper and lower case symbol for each letter of the alphabet. Given 24 letters of the alphabet orally, the learner will write the upper and lower case letter for each.

MINIMUM: 42 correct

2.1.1a Given the 26 letters of the alphabet in lower case form and in mixed order, the student will name the letters with 100% accuracy.

S 2.2.1 The learner will discriminate auditorily the rhyming sounds ar, ate, ed, ee, en, and og. Given 6 rows of 4 pictures each, the learner will circle 3 pictures in each row having names that rhyme.

MINIMUM: 6 correct rows

S 2.2.2 The learner will identify the initial sounds and letters b,c,d,f,g, j,k,l,m,n,p,r,s,t,v,w,y, and z. Given 19 pictures with letters beneath each, the learner will circle the letter with which the name of each picture begins.

MINIMUM 18 correct

2.2.2a Given the consonant sound for the following letters, the student will be able to write the letters representing the sounds with 100% accuracy:

n p t m c/k/ h g/g/ r b f x s l j d qu

MINIMUM: 17

2.2.2b Given a list of 15 letters, the student will be able to circle those called vowels.

MINIMUM: 15

2.2.2c Given a list of 15 letters, the student will be able to circle those called consonants.

MINIMUM: 12

S 3.2.1 The learner will identify rhyming words and pictures. Given 14 rows of 3 pictures each, the learner will circle the picture in each row having a name that rhymes with the printed word in each row.

MINIMUM: 13 correct rows

S 3.2.2 The learner will identify final sounds and letters d, g, k, l, m, n, p, r, s, and t. Given 10 pictures with 4 letters beneath each picture, the learner will circle the letter that represents the final sound of each picture name.

MINIMUM: 9 correct

S 3.2.3 The learner will identify initial sounds using letters b, c, d, f, g, h, j, k, l, m, n, p, r, s, t, v, w, y, and z. Given 19 pictures with incomplete words, the learner will write the initial letter for each word.

MINIMUM: 19 correct

S 4.2.1 The learner will identify final sounds using letters b, d, f, g, k, l, m, n, p, r, s, t, v, and z. Given 20 pictures, the learner will write the letter that represents the final sound of each picture name.

MINIMUM: 18 correct

S 4.2.2 The learner will identify rhyming words. Given 14 rows of 5 words each, the learner will circle the word in each row that rhymes with the first word.

MINIMUM: 13 correct

S 5.2.1 The learner will use the inflectional endings ed, ing, and [illegible]. Given 10 incomplete sentences with 3 choices for each, the learner will select a word to complete each sentence.

MINIMUM 9 correct

5.2.1a Given a list of 20 words spelled with the contractions 's, n't, and 'm, the student will choose from another list the two-word form which matches the contracted form.

MINIMUM: 18 correct

S 5.2.2 The learner will identify the digraph sounds ch, sh, th, and wh. Given 10 rows of 4 pictures each, the learner will circle a picture in each row having a name that begins with the same digraph as the name of the first pictures.

MINIMUM: 9 correct

5.2.2a Given a list of the common digraphs sh, ch, tch, wh and th, the student will give the sounds (both voiced and unvoiced for th) with 100% accuracy.

S 5.2.3 The learner will differentiate long and short vowel sounds in words. Given 10 rows of 4 words each, the learner will select the words in each row that have the same vowel sound as the first word.

MINIMUM: 9 rows

5.2.3a Given a story of approximately 100 words in which all except the necessary "sight words" are CVC words spelled with single consonants, the student will read the story with 80% comprehension.

MINIMUM: 65 CVC words correct/4 questions

5.2.3b Given a story of approximately 100 words in which all except the necessary "sight words" are spelled in the CVC short vowel pattern and the signal e long vowel pattern, the learner will be able to read the story with 80% comprehension.

MINIMUM: 29 Signal e words correct/4 questions

5.2.4 Given a story of approximately 100 words of which a minimum of 37 words contain r-controlled vowels, the student will read the story with 75% comprehension.

MINIMUM: 33 r-controlled words correct/3 questions

S 6.2.1 The learner will identify the 2 letter blends bl, br, cl, cr, dr, fl, fr, gl, gr, pl, sl, sn, sp, st, sw, and tr. Given 10 rows of 4 pictures each, the learner will circle a picture in each row having a name that begins with the same blend as the name of the first picture.

MINIMUM: 9 correct

6.2.1a Given a story of approximately 100 words in which all except the necessary "sight words" are CVC short vowel words spelled with consonant blends, the student will read the story with 80% comprehension.

MINIMUM: 47 CVC words correct/4questions

6.2.1b Given a list of words containing a sampling of words spelled with er, en, ed, est, ing, ly and less endings, the student will read the words. (Example: hopping, hoping, crying, cried).

6.2.1c Given a list of 19 words spelled with the contractions 'll, 're, 'd, and 've, the student will choose from another list the two-word form which matches the contracted form.

MINIMUM: 14 correct

S 6.2.2 The learner will differentiate long and short vowel sounds in words. Given 10 words, the learner will group the words with the same vowel sounds.

MINIMUM: 9 correct

6.2.3 Given a list of 20 nonsense words containing both the hard (/k/) and soft (/s/) c sounds, the student will demonstrate his ability to use the generalization that c followed by i, e, or y has the /s/ sound and that c followed by other vowels has the /k/ sound by writing the words in designated columns.

MINIMUM: 18 correct

6.2.4 Given a list of 20 nonsense words containing both the hard (/g/) and soft (/j/) sound of g, the student will demonstrate his ability to use the generalization that g followed by i, e or y usually has the /j/ sound and g followed by other vowels has the /g/ sound by writing the words in designated columns.

MINIMUM: 18 correct

S 7.2.1 The learner will define words to which affixes have been added. Given 10 words with the prefixes dis, re, and un, and the suffixes ful, less, and ness, the learner will select the meaning for each word.

MINIMUM: 9 correct

S 7.2.2 The learner will identify the vowel diphthongs au, aw, oi, ou, ow, and oy. Given 10 groups of 3 words each, the learner will select the vowel diphthongs in each group that have the same sound.

MINIMUM: 9 correct

7.2.2a Given a list of words containing the double vowel spellings ee as long e, ea as long e, ai as long a, oa as long o and ow as long o, the student will read the words.

MINIMUM: 30 correct

7.2.2b Given a list of words containing the double vowel spelling ea (great), ei (ceiling), eigh (eight), igh (fight), oe (toe), ie (chief), ui (fruit), ea (head), the student will read the words.

MINIMUM: 30 correct

7.2.2c Given a list of words containing the double vowel spellings ue (cue) and (true), ew (flew) and (blew), ou (soup), oo (room), eu (feud) and ei (vein) and ey (they(and (valley), the student will read the words.

MINIMUM: 30 correct

S 8.2.1 The learner will identify and use rules of syllabication. Given 10 words the learner will divide each word into syllables.

MINIMUM: 9 correct

S 8.2.2 The learner will identify the prefixes bi, de, ex, im, in, mid, non, pre, post, sub and tri, and the suffixes able, ance, en, er, ish and ment.

Part I: Given 11 words the learner will select the root word.

Part II: Given 11 root words in phrases the learner will select the correct form of the words.

MINIMUM: 18 correct

S 9.2.1 The learner will match words with their phonetic spelling. Given a phonetic key and 10 phonetically spelled words with 4 choices each, the learner will select the correct word for each phonetic spelling.

MINIMUM: 9 correct

S 9.2.2 The learner will identify root words and affixes. Given 20 definitions, the learner will select the correct word for each definition.

MINIMUM: 18 correct

SET OF THE OBJECTIVES

STUDY SKILLS

WORK STUDY SKILLS

W/S 1 Given the direction to name the days of the week in order, the student will name the days in correct order.

MINIMUM: 7 correct

W/S 2 Given the direction to name the months of the year in order, the student will name the 12 months in the correct sequence.

MINIMUM: 12 correct

W/S 3 Given the direction to name the seasons, the student will name fall (or autumn), winter, spring and summer.

MINIMUM: 4 correct

W/S 4 Given the names of the holidays Christmas, New Year's, Thanksgiving, Halloween, Valentine's Day, the 4th of July, Easter and Labor Day, the student will be able to name the month and or the season in which the holiday occurs.

MINIMUM: 7 correct

W/S 5 Given a text, the student will be able to locate the title and author's name in two places and use the table of contents to locate a particular selection.

MINIMUM: 5 correct

W/S 6 Given a text, the student will be able to locate the index and use it to find information about a topic.

MINIMUM: 3

W/S 7 Given two paragraphs to read the student will identify the irrelevant sentences in the paragraph with 100% accuracy

W/S 8 Given two selections, the student will construct an outline that accurately represents the content of the selections.

MINIMUM: 27 correct

W/S 9 Given a selection the student will identify the topic of the selection after skimming the title, sub-headings, graphic aids and side notes.

W/S 10 Given a selection the student will locate specific information by scanning the selection.

W/S 11 Given a selection the student will survey the selection and formulate three written questions.

W/S 12 The student will identify with 100% accuracy the terms for the SQ3R (survey, question, read, recite, review,) study technique.

MINIMUM: 5 correct

W/S 13 The student will use the SQ3R study technique to study a content area text. Given 25 questions for a chapter from a social studies text, the student will select the correct answers for each step of the procedure.

W/S 14 Given one or more graphic aids, the student will interpret the data by answering questions.

MINIMUM: 80% of total questions given

W/S 15 Given a map, the student will be able to determine directions, identify the legend, and locate a nation/country, state/province, city and town.

MINIMUM: 7 correct

W/S 16 Given a globe, the student will be able to locate the following points: a) the North pole; b) the South pole; c) the equator; d) continents; 3) oceans; f) longitudinal lines g) latitudinal lines.

MINIMUM: 9 correct

W/S 17 Given the letters W H Q A U R O D F C, the student will arrange the letters in alphabetical order.

MINIMUM: 10 correct

W/S 18 Given 3 groups of 4 words, each word beginning with a different letter the student will alphabetize each group of words.

MINIMUM: 3 groups correct

W/S 19 Given 3 groups of 4 words the student will alphabetize each group of words to the second or third letter.

MINIMUM: 3 groups correct

W/S 20 Given 4 sets of guide words the student will be able to indicate whether the word comes before, after or is on the same page as the guide words.

MINIMUM: 18 correct

W/S 21 Given an encyclopedia the student will use the source to verify facts (not as sources for complete reports).

MINIMUM: 8 correct

W/S 22 Given 10 questions, the student will determine which type of reference book would be used to locate the answer.

MINIMUM: 9 correct

W/S 23 Given 4 topics, the student will locate three appropriate sources of information for each topic.

MINIMUM: 10 correct

W/S 24 Given a simulation of a test the student will respond to a variety of testing formats, answering techniques and identify the task required.

LISTENING/LANGUAGE

PRE TESTS AND POST TESTS

JUNE, 1983

PRE TEST

L-1 Given a series of letters in groups of two and three, the student will respond orally by saying the names of the letters in the order they are printed from left to right.

MINIMUM:

2 series
(may be used as pre and posttest)

DIRECTIONS:

Ask the student to read the letters with a pause between each group. (use the sample exercise to insure that student understands the directions.)

SAMPLE

AAB BA BBA CA BBC

BAC BC CAB BAA CB

ACB BA ADB BAC BC

CBA BA DBA CA BAD

L-1 Given a series of letters in groups of two and three, the student will respond orally by saying the names of the letters in the order they are printed from left to right.

MINIMUM:

2 series

DIRECTIONS:

Read each group of letters in the line.

SAMPLE

AAB BA BBA CA BBC

BAC BC CAB BAA CB

ACB BA ADB BAC BC

CBA BA DBA CA BAD

L-2 Given two groups of four words orally the student will repeat the words in the sequence given.

MINIMUM: 2 groups

DIRECTIONS:

Say to the student -

> Listen carefully. I will say four words.
>
> You will repeat these four words in the same
>
> order I use.

car, train, bucket, plane

tomato, pumpkin, apple, milk

L-2 Give three groups of four words orally, the student will repeat the words in the sequence given.

MINIMUM: 3 groups

DIRECTIONS:

Say to the student -

Listen carefully. I will say four words. You will repeat these four words in the same order I use.

ball, kite, wagon, bike

hamburger, popcorn, kool-aid, pie

hammer, stove, monkey, car

L-3 Given a sentence orally the student will repeat a sentence of a length appropriate to his grade level.

DIRECTIONS:

The teacher selects an appropriate sentence and says "I will read you a sentence. You must repeat the sentence to me."

1) The dog chased the rabbit all around the yard. (Grade 1)

2) A brown furry monkey was swinging in his cage at the zoo. (Grades 2,3)

3) When Jim got home from school, he looked in the refrigerator, changed his clothes, and went out to play. (Grades 4,5)

MINIMUM:

1) Sentence 1 must be repeated exactly on 8 of the 9 words.

2) Sentence 2 must be repeated exactly on 10 of the 12 words.

3) Sentence 3 must be repeated exactly on 17 of the 19 words.

L-3 Given a sentence orally the student will repeat a sentence of a length appropriate to his grade level.

DIRECTIONS:

The teacher selects an appropriate sentence and says, "I will read you a sentence. You must repeat the sentence to me."

1. After he drank his milk, the cat fell asleep. (Grade 1)
2. The pretty blue and yellow parakeet nibbled seeds from my hand today. (Grades 2,3)
3. When Charlie went to the show, he bought his ticket, got some popcorn and candy and found a seat. (Grades 4,5)

MINIMUM:

1. Sentence 1 must be repeated exactly on 8 of the 9 words.
2. Sentence 2 must be repeated exactly on 10 of the 12 words.
3. Sentence 3 must be repeated exactly on 17 of the 19 words.

L-4 Given a verbal sequence of four words the student will arrange four pictures in that order.

MINIMUM:

1 correct sequence - one trial

DIRECTIONS:

Teacher says to student: "Listen, I will say 4 words. You say the words in the same order I say them." (Hand the cards to the student.) "Now put these cards in the same order."

hat, cup, hammer, kite

L-4 Given a verbal sequence of four words the student will arrange four pictures in that order.

MINIMUM:

2 correct sequences (one trial each)

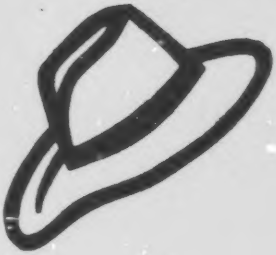
DIRECTIONS:

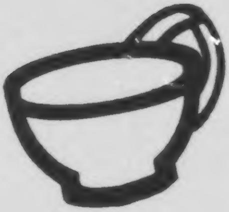
Teacher says to the student:

"Listen, I will say 4 words. You say the words in the same order I say them." (Hand the cards to the student.) "Now put these cards in the same order."

wagon, tiger, banana, chair

house, tree, fence, flower





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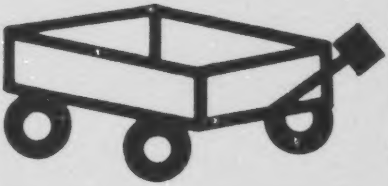
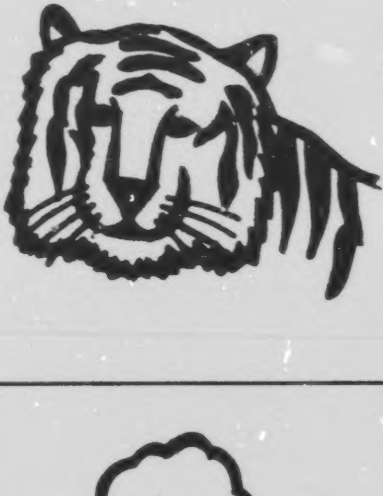
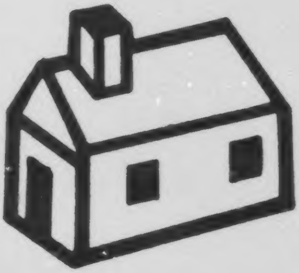
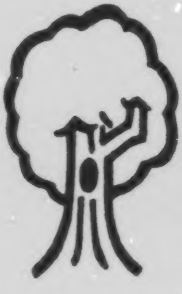
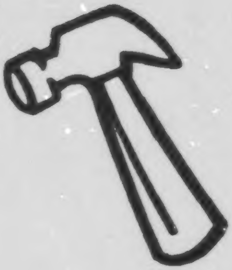
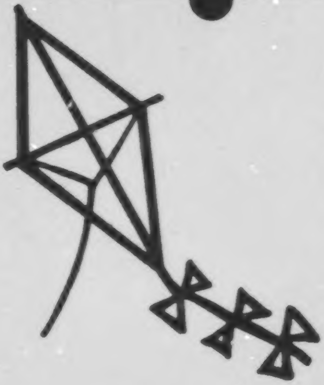


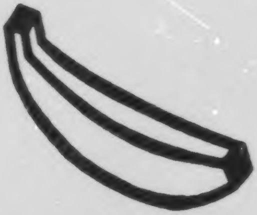


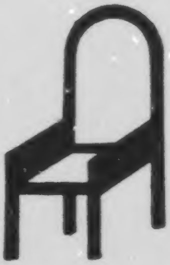


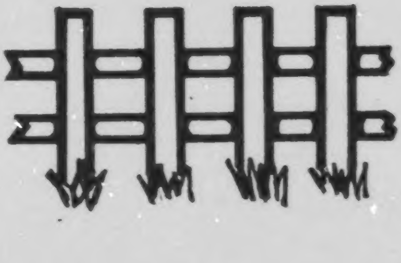


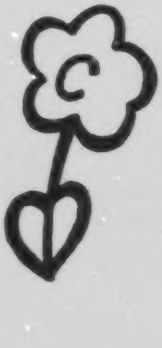












L-5 After listening to a story orally the student will order four pictures to fit the sequence suggested by the story and retell the story.

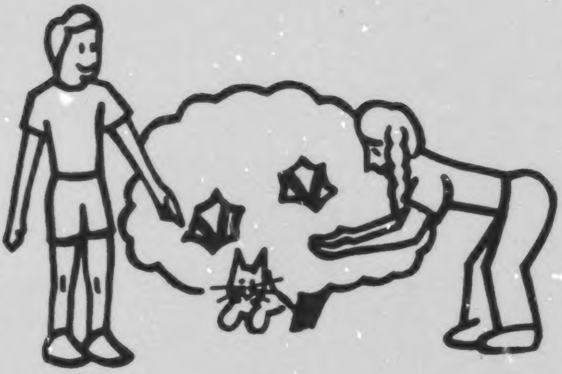
MINIMUM: 4

DIRECTIONS:

Say to the student: "I will read you a story. Listen carefully. When I am finished I will give you 4 pictures. Put them in the same order as they happened in the story.

Beth and Charles found a kitten under a bush. They took the kitten home. Mother said they could keep the kitten. Beth and Charles made a nice warm bed for the kitten.

1



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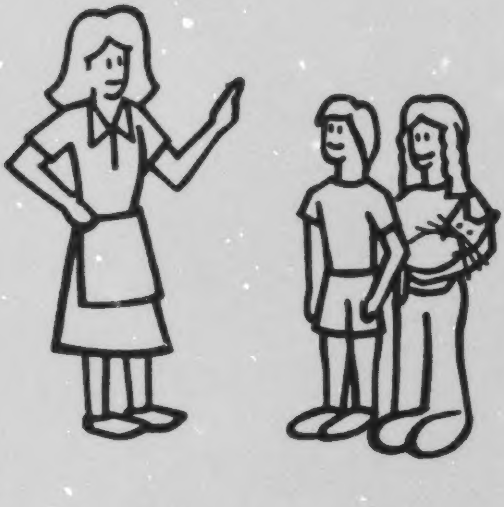

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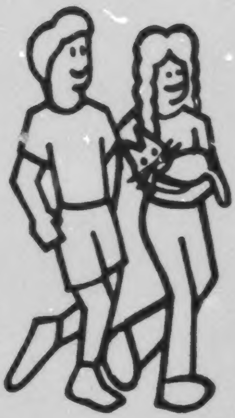

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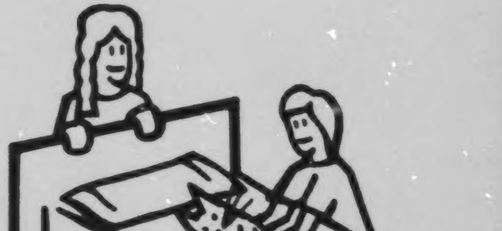


L-5 After listening to a story orally the student will order four pictures to fit the sequence suggested by the story and retell the story

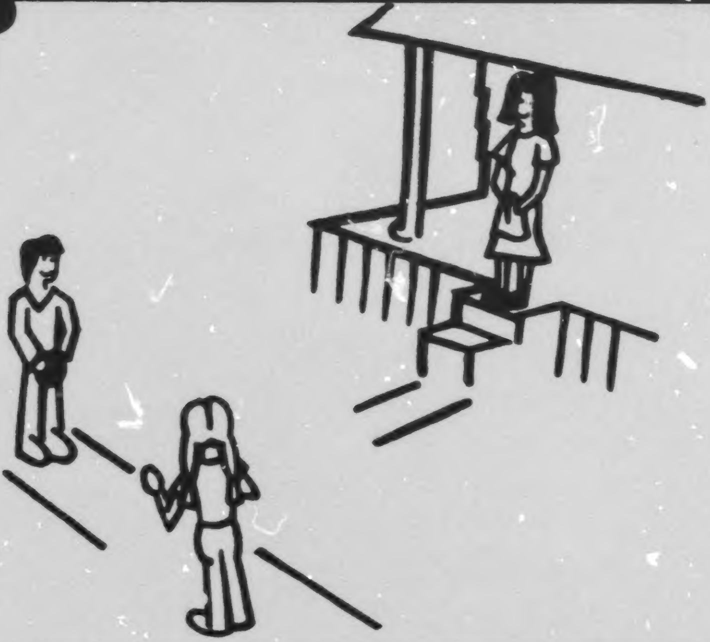
MINIMUM: 4

DIRECTIONS:

Say to the student: "I will read you a story. Listen carefully. When I am finished I will give you four pictures. Put them in the same order as they happened in the story."

Bill and Sue were playing catch on the sidewalk. A little dog came running down the street. When Bill threw the ball to Sue, the dog caught the ball. The dog ran away with the ball.

1



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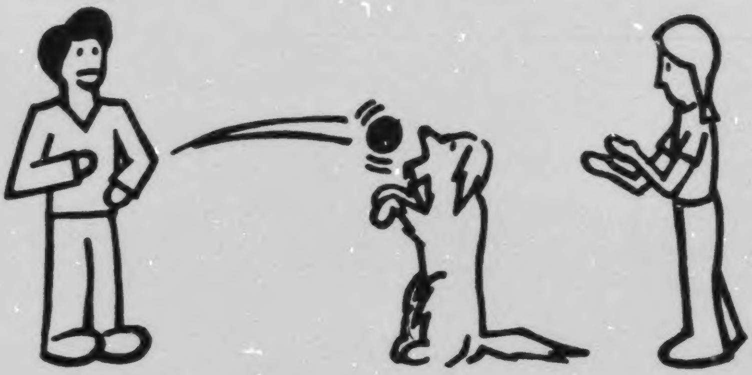

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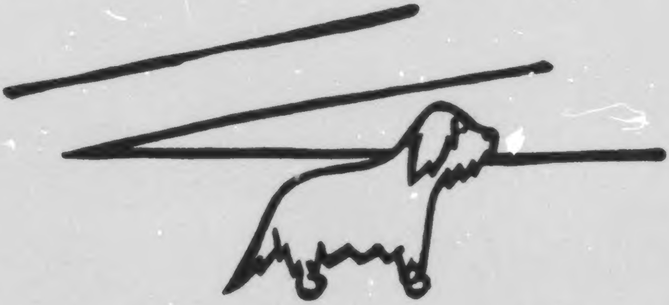

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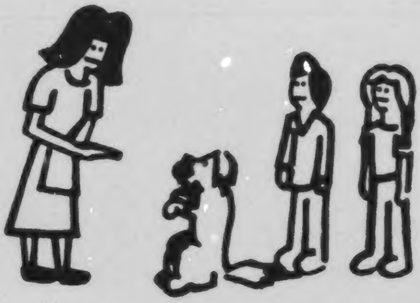


L-6 Given four pictures prearranged, the student will tell a story in the sequence suggested by the pictures.

MINIMUM: 4

DIRECTIONS:

The teacher says: "Here are four pictures that I have put in order. Look at all the pictures carefully. Tell me a story about these pictures."

The suggested sequence and student comments are:

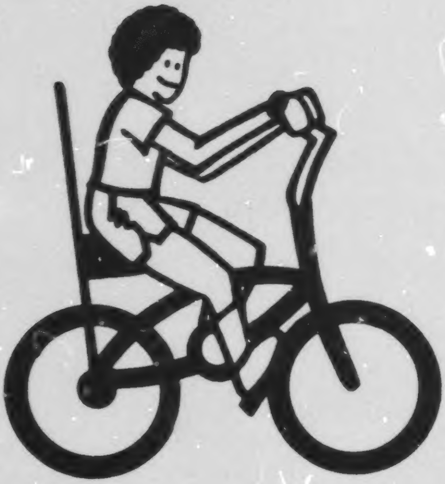
1) A boy was riding his bike.

2) His front wheel hits the curb.

3) He falls off the bike.

4) A friend stops to help him.

1



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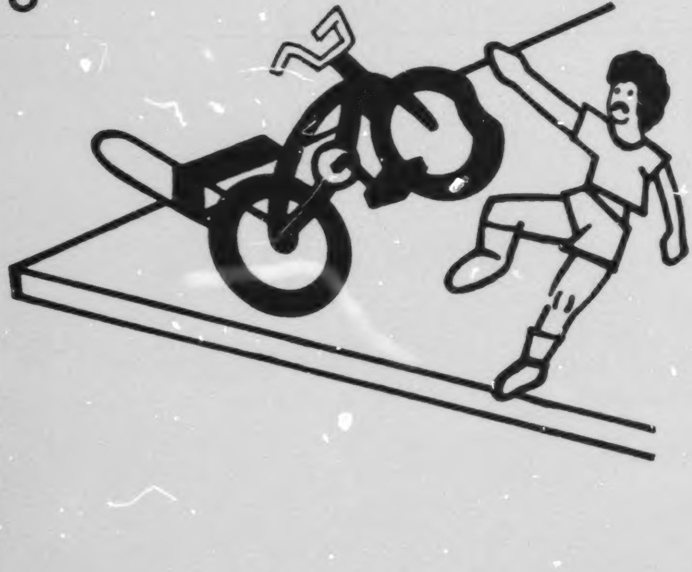

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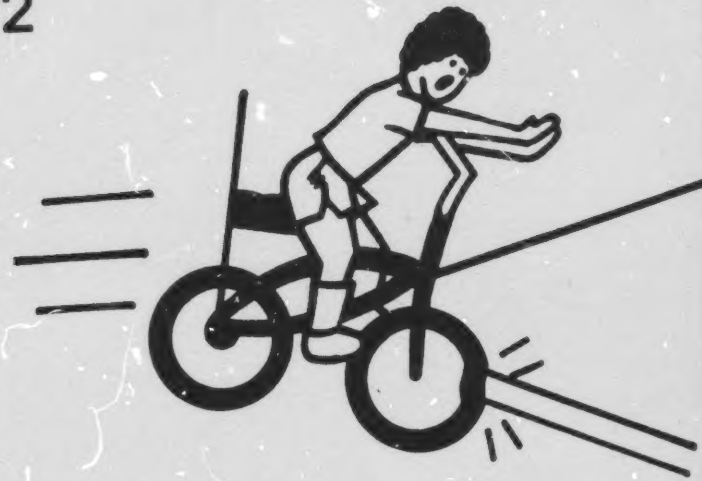

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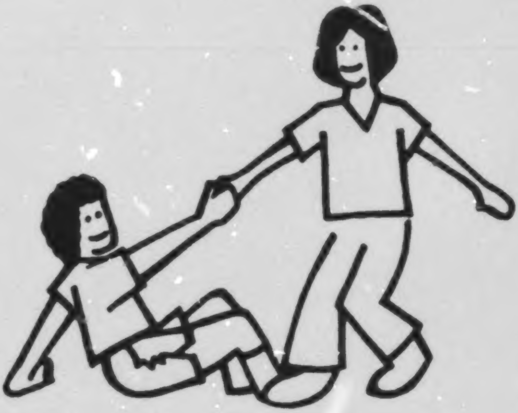


L-6 Given five pictures prearranged, the student will tell a story in the sequence suggested by the pictures.

MINIMUM: 5

DIRECTIONS:

The teacher says: "Here are five pictures that I have put in order. Look at all the pictures carefully. Tell me a story about these pictures."

The suggested sequence and student comments are:

1) The boy ties his dog to the fence.

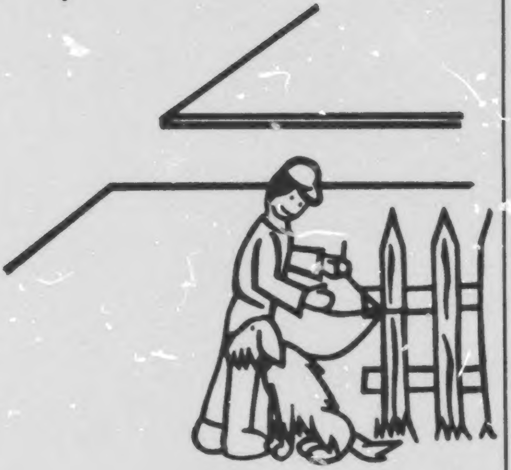
2) The dog gets loose from his chain.

3) The boy noticed his dog is loose.

4) The dog runs to the street.

5) The patrol woman gives the dog to the boy.

1



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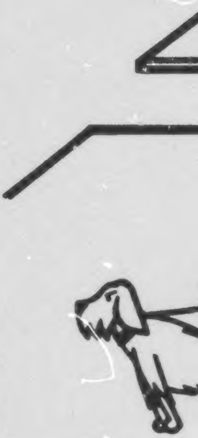

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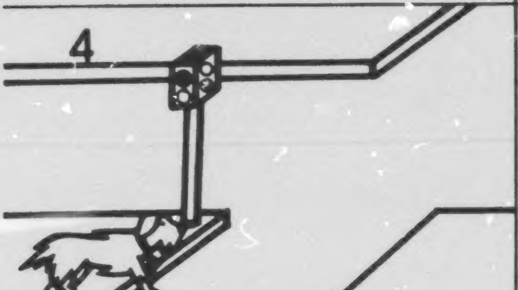

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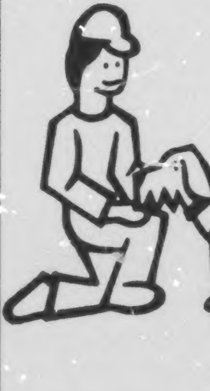
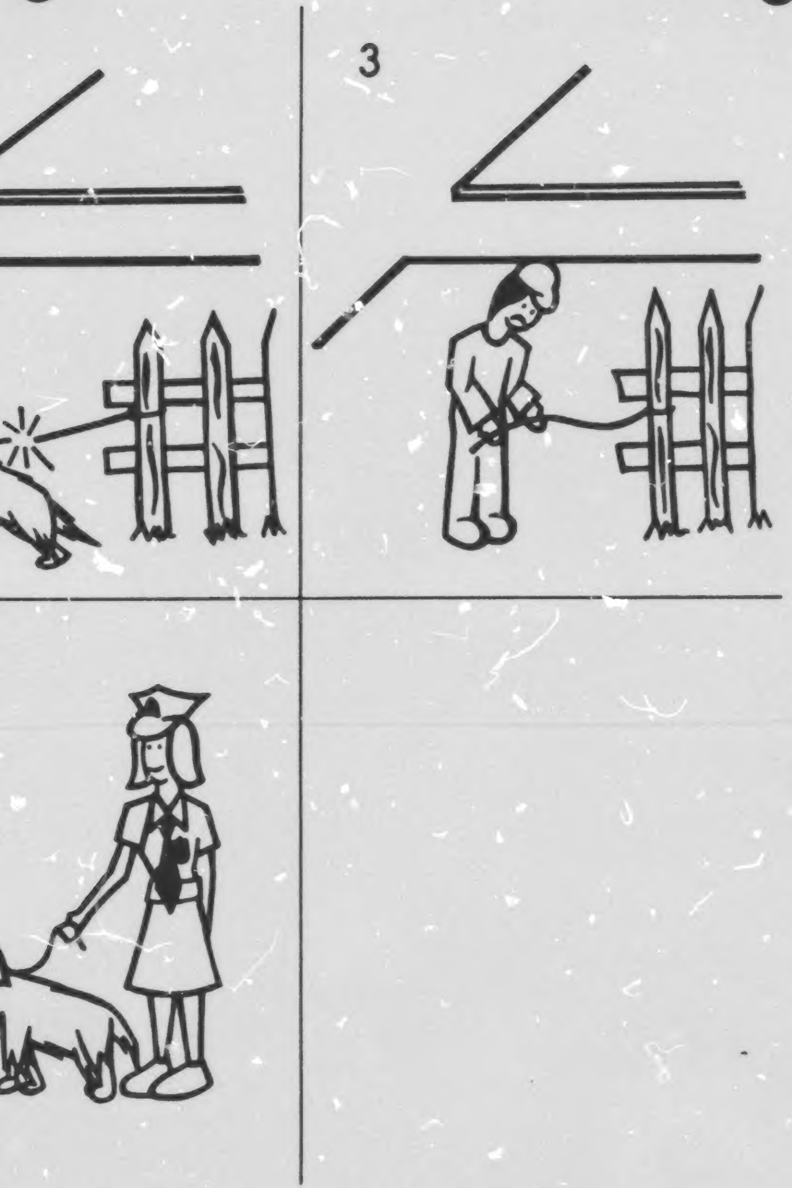




POST L-6

L-7 Given four pictures, the student will arrange the pictures and tell a logical story, telling at least one sentence about each picture.

MINIMUM: 4

Suggested sequence and student comments are:

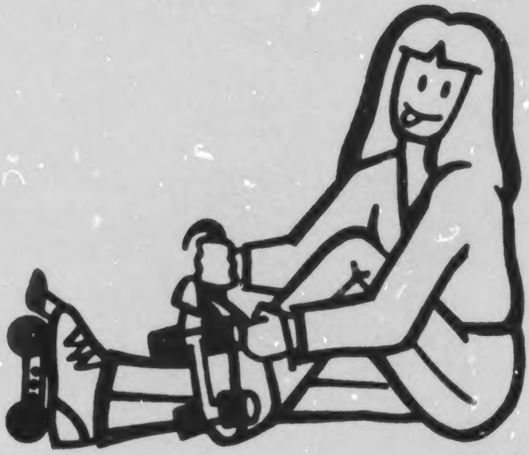
1) The girl is putting on her roller skates.

2) The girl is skating around the rink.

3) The girl falls down.

4) A man is putting a band-aid on her leg.

1



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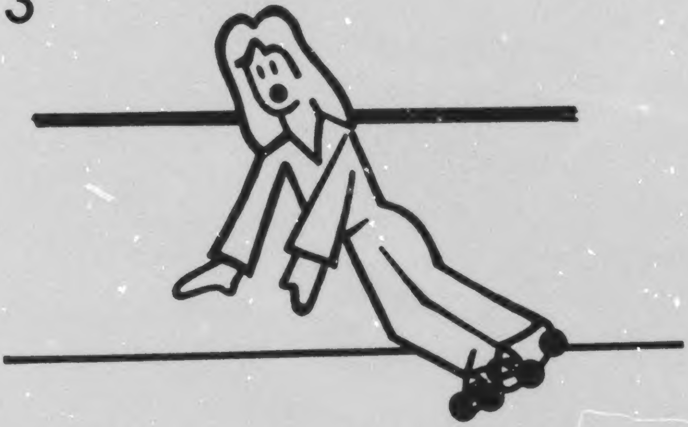

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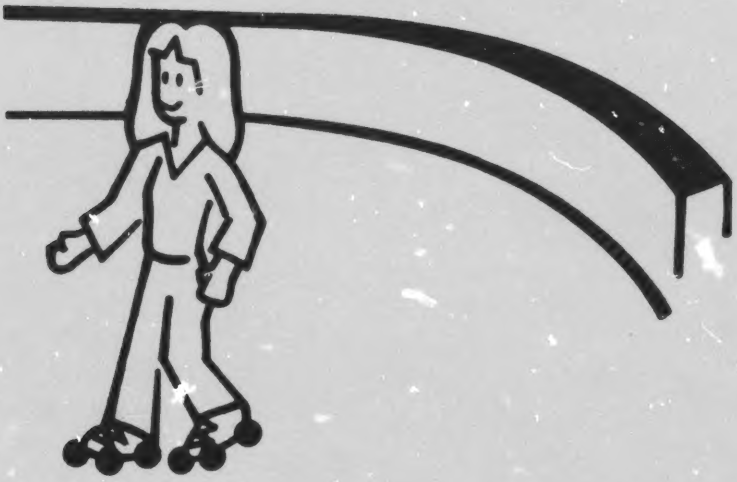

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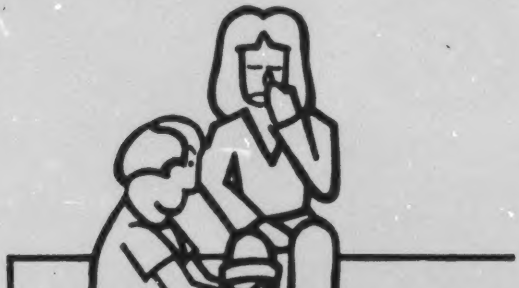


L-7 Given five pictures the student will arrange the pictures and tell a logical story, telling at least one sentence about each picture.

MINIMUM: 5

DIRECTIONS:

The teacher says: "I will give you 5 pictures. Look at these pictures carefully. Put these pictures in order and tell me a story about them."

The suggested sequence and student comments are:

1) The little girl and mother are shopping in a grocery store.

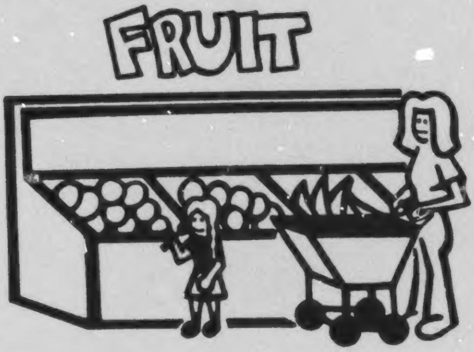
2) The little girl gets lost and begins to cry.

3) A clerk at the store sees the child crying and helps her to locate her mother.

4) The little girl runs to her mother.

5) The mother and little girl hug one another.

1



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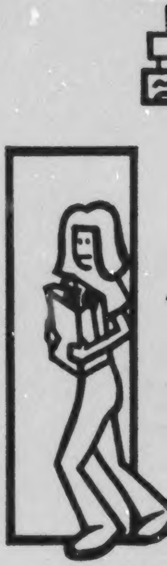

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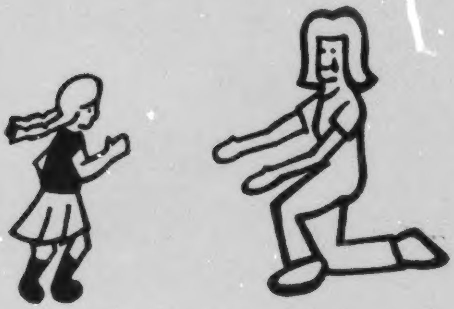

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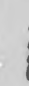
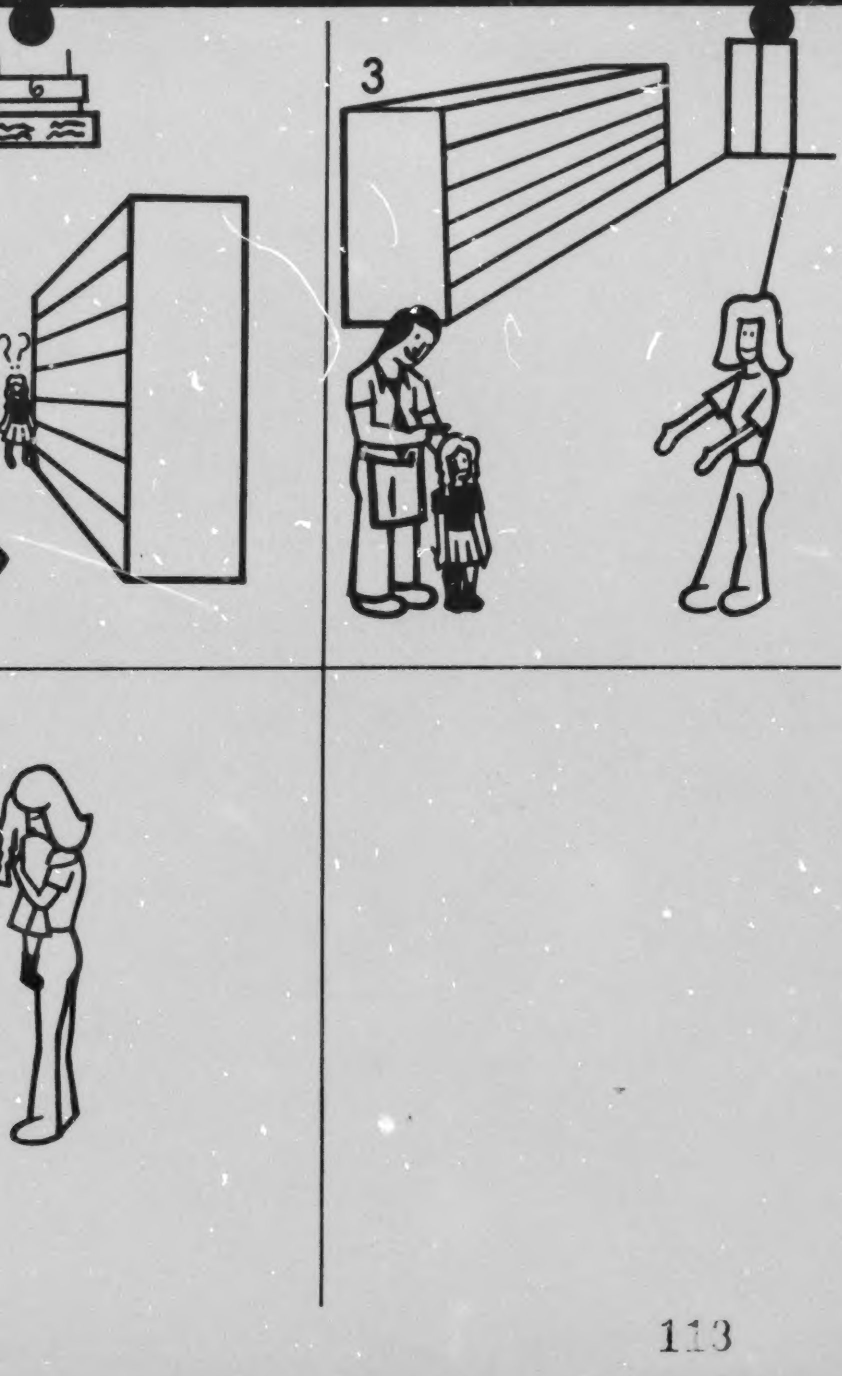




POST L-7

L-8 Given 30 pairs of words the student will be able to indicate by saying "same," or "different" whether or not the two words in the pair are the same.

MINIMUM: 25

DIRECTIONS:

For this test you will need a Spache Diagnostic Reading Scales test booklet. Use "Supplementary Phonic Tests," Test 8..... Auditory Discrimination, p. 30.

If necessary, may be readministered.

L-9 Given a four part verbal direction the student will follow the direction in the sequence given and describe in sequence what he/she has done.

MINIMUM: 4 in correct sequence

DIRECTIONS:

The teacher says: "I will ask you to do some things for me. Listen carefully. Do these things in the order I say them.

1. Go to the bookshelf - pick a book - bring it back to me - sit down.
2. Tell me what you did.

L-9 Given a four-part verbal direction the student will follow the direction in the sequence given and describe in sequence what he/she has done.

MINIMUM: 4 in correct sequence

DIRECTIONS:

The teacher says: "I will ask you to do some things for me. Listen carefully. Do these things in the order I say them.

1) Walk to the corner - sit in the chair - stand up - walk back.

2) Go to the table - pick up the pencil - bring it to me - sit down.

3) Tell me what you did.

L-10 Given the direction to copy four letters the student will demonstrate his understanding of left to right progression.

MINIMUM: Student must start at left and write all letters in the same order as shown on the model.

DIRECTIONS:

Provide lined paper and tell child to copy the letters. Give no further directions.

CHSO

L-10 Given the direction to copy five letters student will demonstrate his understanding of left to right progression.

MINIMUM: Student must start at left and copy all letters in the same order as shown on the model.

DIRECTIONS:

Provide lined paper and tell child to copy the letters. Give no further directions.

txmae

L-10a Given the direction to copy a sentence the student will demonstrate his understanding of left to right progression.

MINIMUM: Student must start at the left and write all words in correct order.

DIRECTIONS:

Provide lined paper and tell student to copy the sentence from a model placed on the student's desk.

Sentence to be copied:

Bob went to the park to eat his lunch.

L-10a Given the direction to copy a sentence the student will demonstrate his understanding of left to right progression.

MINIMUM: Student must start at the left and write all words in correct order.

DIRECTIONS:

Provide lined paper and tell student to copy the sentence from a model placed on the student's desk.

Sentence to be copied:

Bob can't go to the baseball game on Saturday, but he can go on Sunday.

PRE TEST
Grade 1,2

L-11 Given four verbal directions specifying the use of the right or left hand, the student will carry out the directions.

MINIMUM: 4

DIRECTIONS:

Read the following directions to the student one at a time. (Material needed: a pencil)

1) Put your right hand on your head.

2) Put your left hand on your left knee.

3) Hold up the thumb on your left hand.

4) Pick up the pencil with your right hand.

L-11 Given four verbal directions specifying the use of the right or left hand, the student will carry out the directions.

MINIMUM: 4

DIRECTIONS:

Read the following directions to the student one at a time.

1. Touch your left ear with your right hand.
2. Put your right hand on your left sholder.
3. Touch your right ear with your left hand.
4. Put your right hand on your right knee.

L-12 Given a picture the student will respond with three sentences using negatives.

MINIMUM: 3 sentences

DIRECTIONS:

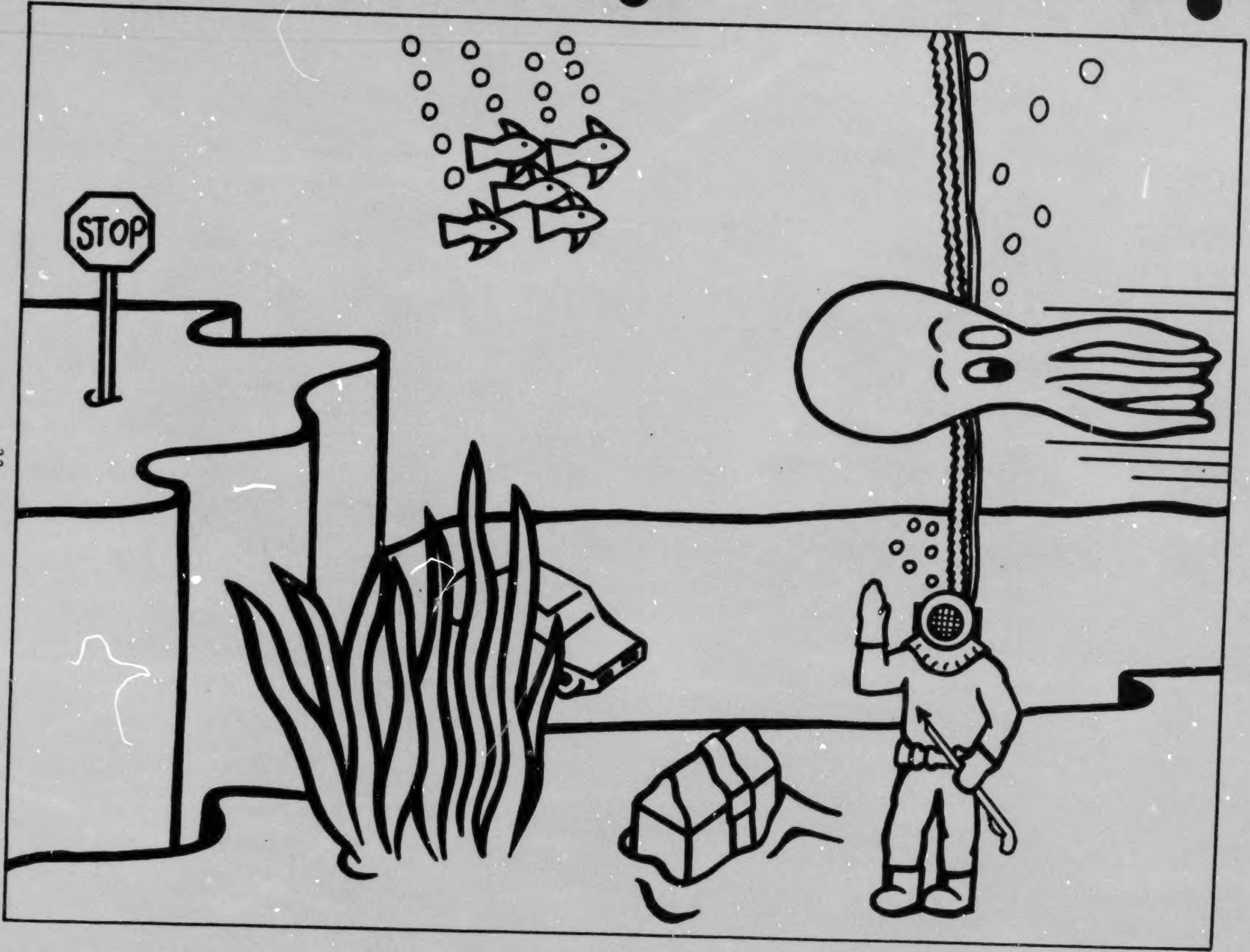
Give the picture to the child. Ask the child to tell you what is wrong with the picture.

L-12 Given a picture the student will respond with three sentences using negatives.

MINIMUM: 3 sentences

DIRECTIONS:

Give the picture to the child. Ask the child to tell you what is wrong with the picture.



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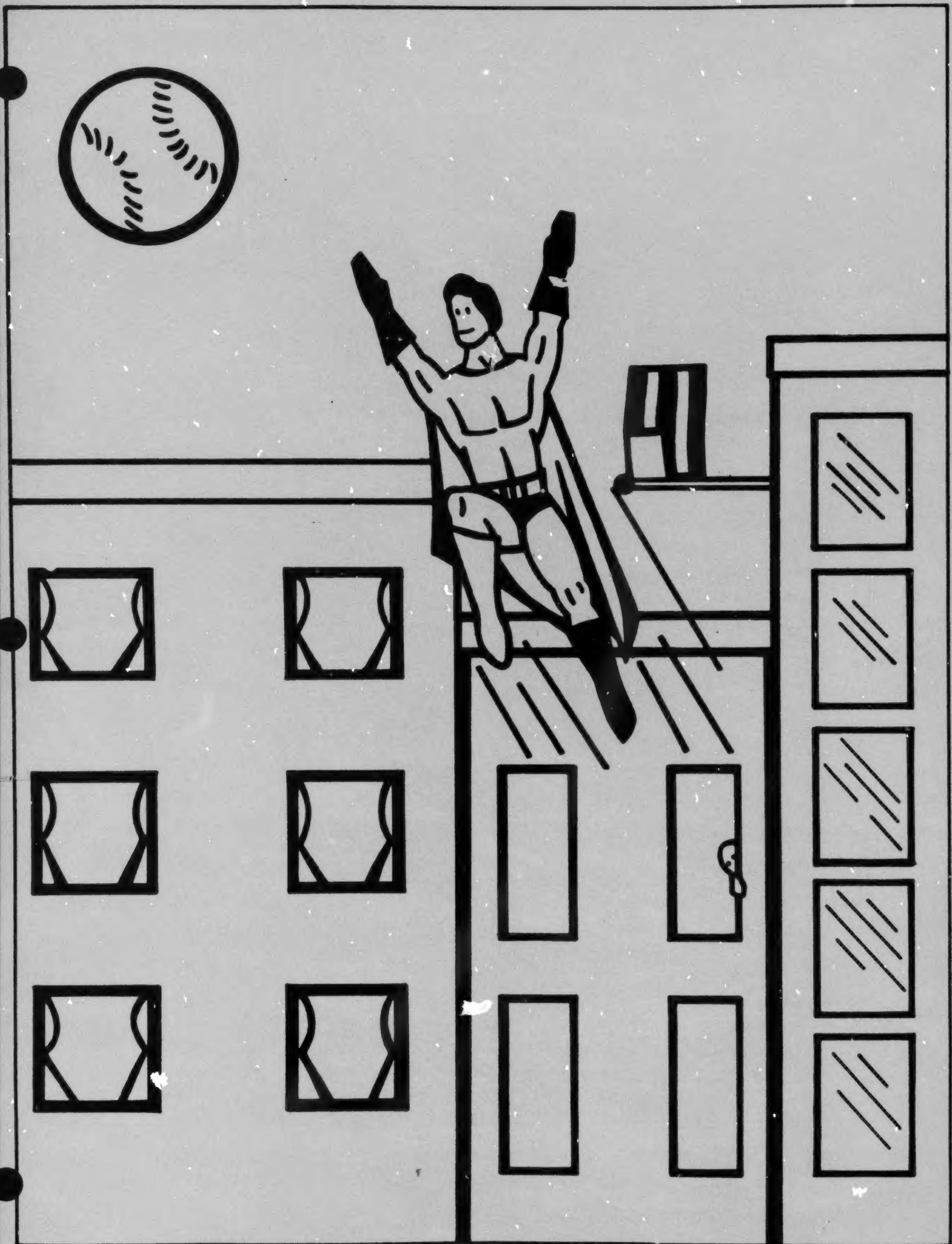
PRE L-12

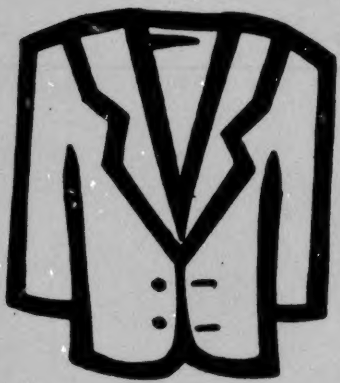


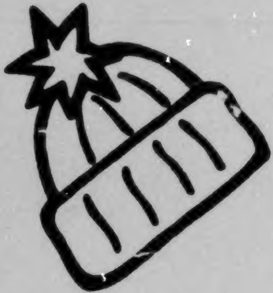
L-13 Given six sets of three pictures the student will select the two that go together and tell how they are related and why the other picture does not fit.

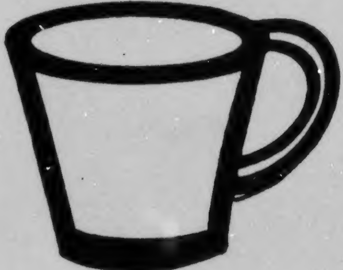
MINIMUM: 5 sets

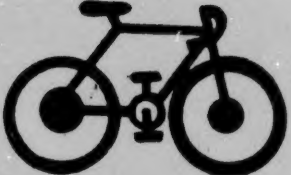
DIRECTIONS:

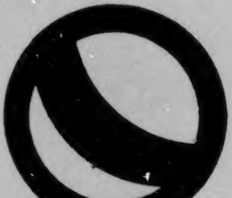
Teacher says: "Here are some pictures. Look across each row and point to the picture that does not belong with the other two, and tell me why it does not belong. Now tell me how the other two pictures are alike.

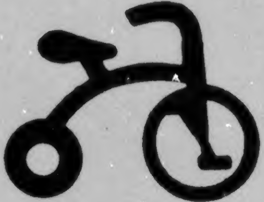


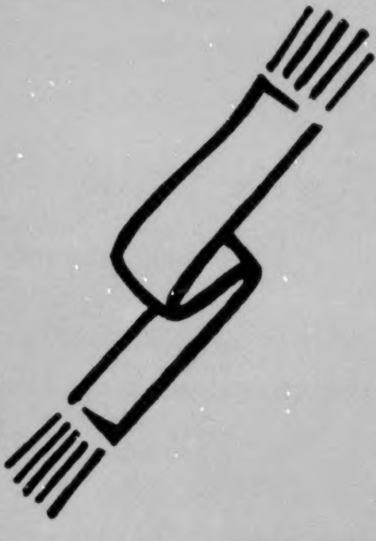


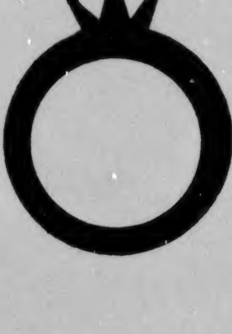


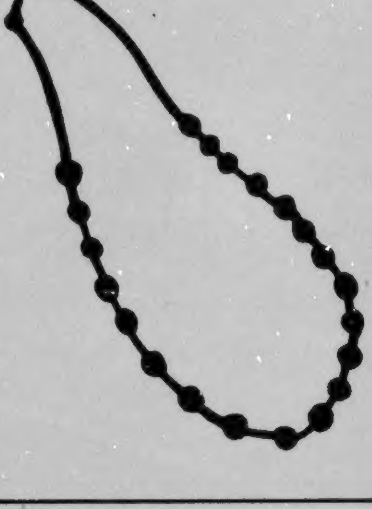


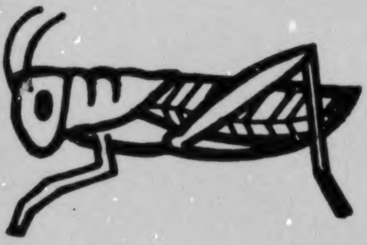


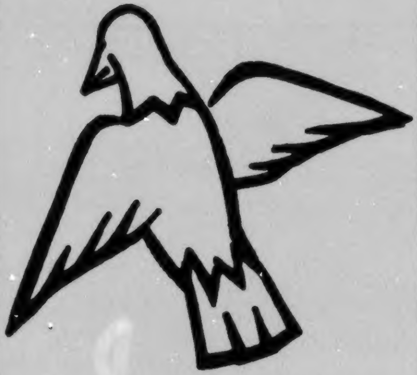


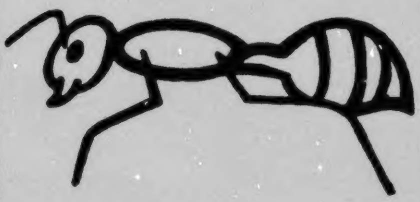


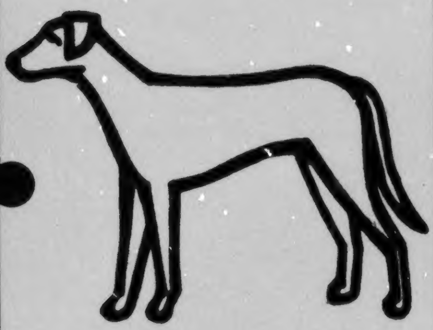


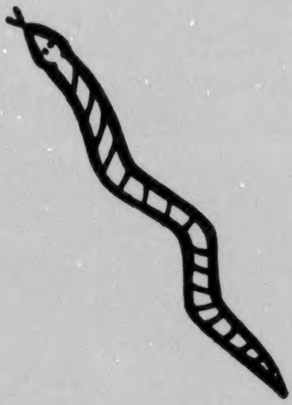


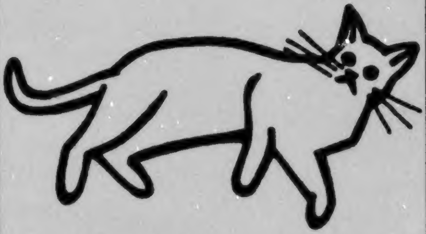


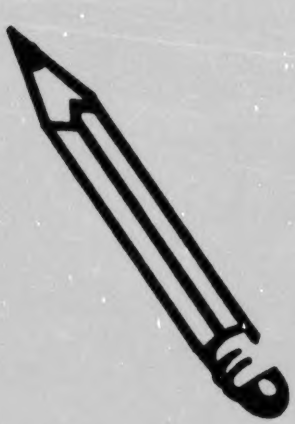


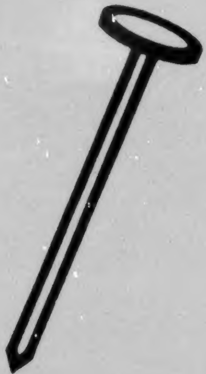


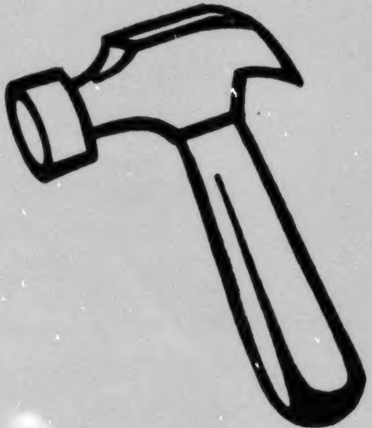












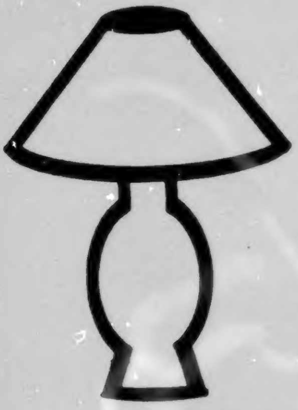
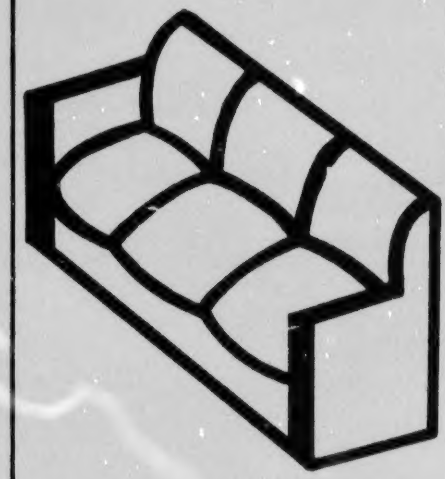
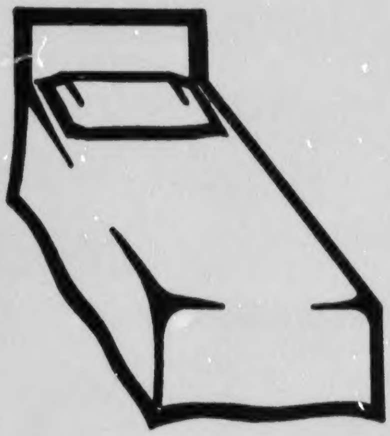
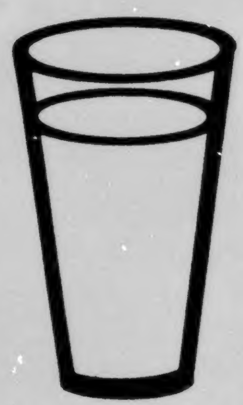
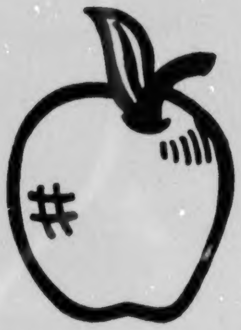
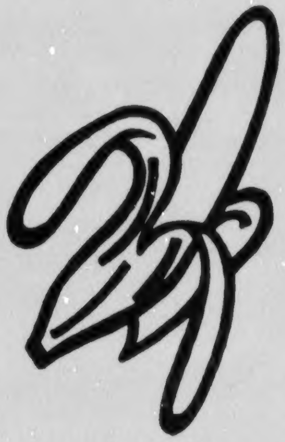
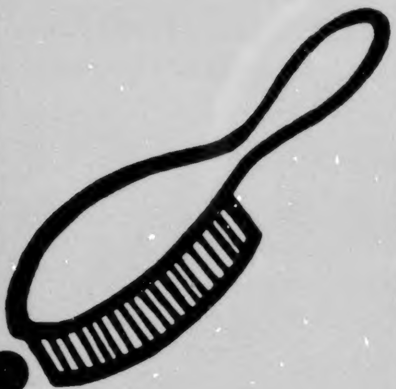
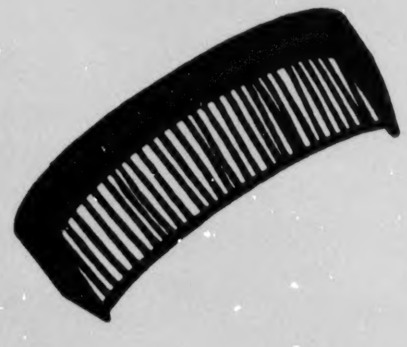
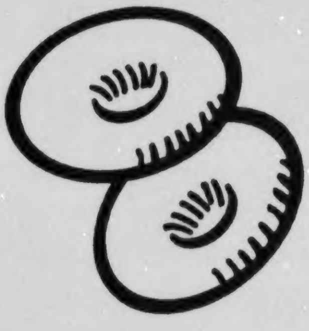
L-13 Given six sets of three pictures the student will select the two that go together and tell how they are related and why the other picture does not fit.

MINIMUM: 5 sets

DIRECTIONS:

Teacher says: "Here are some pictures. Look across each row and point to the picture that does not belong with the other two, and tell me why it does not belong. Now tell me how the other two pictures are alike.

POST L- 13

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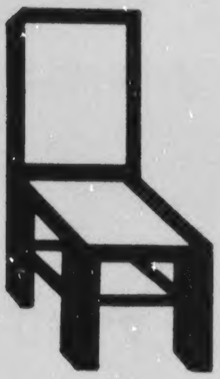
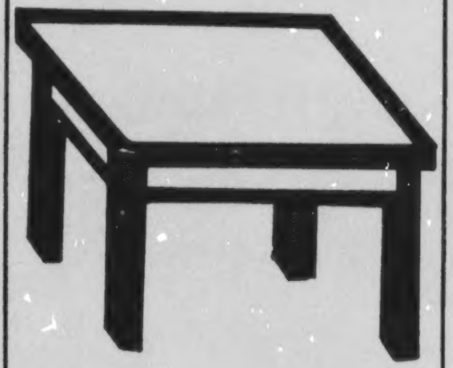
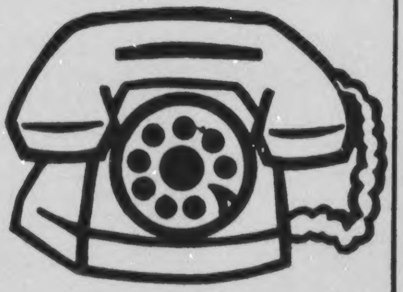
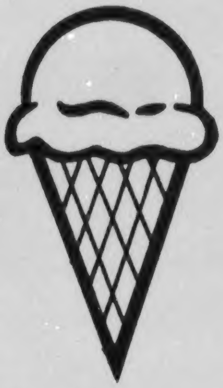
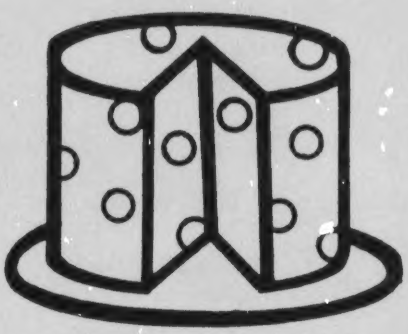
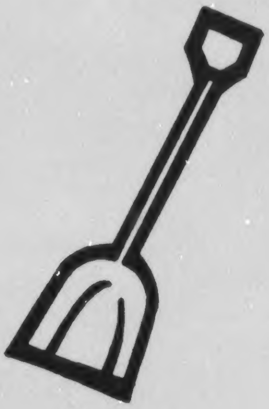
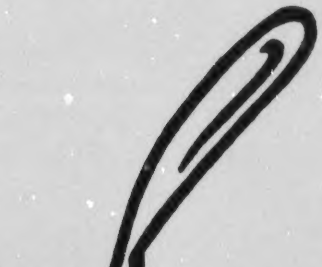
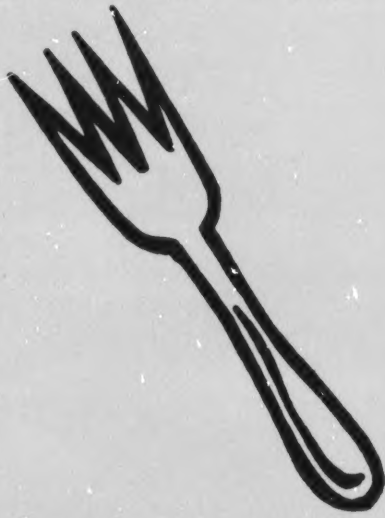
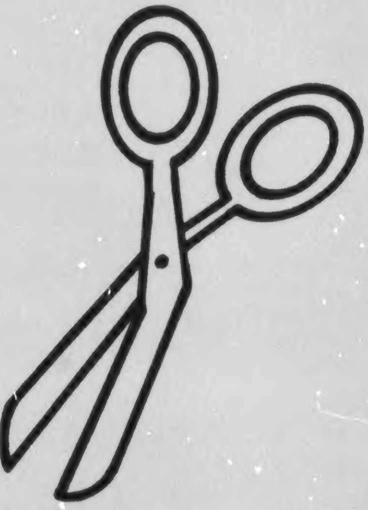










L-14 Given 5 sentences orally with each sentence containing one inconsistent word, the student will be able to choose the word that does not fit the context and supply a word that does fit.

MINIMUM: 4

DIRECTIONS:

Say to the child: "I will read some sentences to you. In each sentence one word I say does not make sense. You tell me the word I should have said instead of the one that does not make sense."

1) The cat barked. (barked-meowed)

2) It is hot in the winter. (hot-cold)

3) Joe read a book after he fell asleep. (after - before)

4) Bob stayed home from school because he was well. (well-sick)

5) We had to be quiet because the baby was awake. (awake-asleep).

L-14 Given 5 sentences orally with each sentence containing one inconsistent word, the student will be able to choose the word that does not fit the context and supply a word that does fit.

MINIMUM: 4

DIRECTIONS:

Say to the child: "I will read some sentences to you. In each sentence one word I say does not make sense. You tell me the word I should have said instead of the one that does not make sense."

Sentences:

1) The roof is under the floor. (under-over)

2) Boys and girls should be bad in school. (bad-good)

3) A car has two wheels. (two-four)

4) John was five on his sixth birthday. (five-six or sixth-fifth)

5) We laughed at the sad story. (laughed-cried or sad-funny).

L-15 Given the following verbal direction, the child will carry out directions on the paper provided.

draw a line through
draw a line from ____________ to ____________
draw a line under
draw a line around
put an X on
draw a circle around

MINIMUM: 5

DIRECTIONS:

Use Test A for non-readers. Use Test B for readers. Provide student with a strip of pictures or sentences and a pencil. Read the directions and have the student carry them out.

PRE TEST A

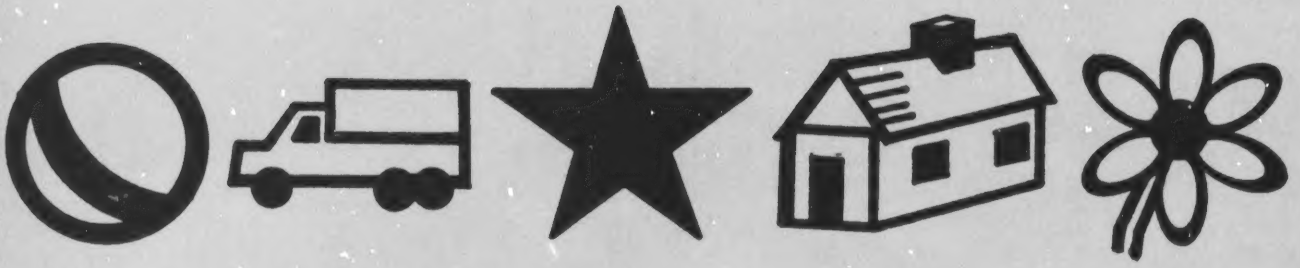
1. Draw a line under the flower.
2. Put an X on the house.
3. Draw a circle around the ball.
4. Draw a line through the star.
5. Draw a line from the ball to the truck.
6. Draw a line around the truck.

PRE TEST B

Pat and Bill can jump rope well.

1. Draw a line under both names.
2. Put an X on the word well.
3. Circle the word jump.
4. Draw a line through the word rope.
5. Draw a line from the word and to the word well.

Test *A* Pre·test



Pretest B

Pat and Bill can jump rope well.

L-15 Given the following verbal directions, the child will carry out the directions on the paper provided.

draw a line through
draw a line from ___________ to _____________
draw a line around
put an X on
draw a line under
draw a circle around

MINIMUM: 5

DIRECTIONS:

Use Test A for non-readers. Use Test B for readers. Provide student with a strip of pictures or sentence and a pencil. Read the directions and have the student carry them out.

POST TEST A

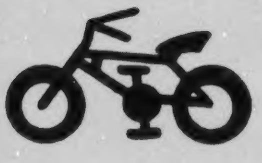
1. Draw a line under the chair.
2. Put an X on the tree.
3. Draw a circle around the bike.
4. Draw a line through the clock.
5. Draw a line from the tree to the clock.
6. Draw a line around the table.

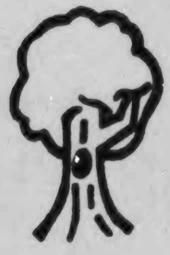
POST TEST B

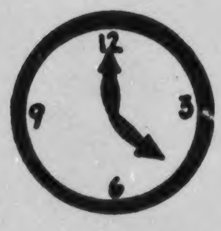
Bob and Bill rode their bikes around the block

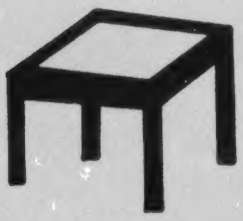
1. Draw a line under the first 3 words.
2. Put an X on the word block.
3. Draw a circle around the word bikes.
4. Draw a line through the word their.
5. Draw a line from the word and to around.
6. Draw a line around the word the.

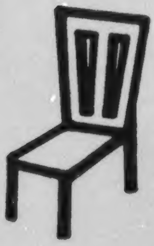
Test *A* Post-test











Posttest B

Bob and Bill rode their bikes around the block.

L-16 When given 5 incomplete analogies verbally the student will be able to correctly complete the sentences.

MINIMUM: 4

1. A lemon is sour; candy is ______________.
2. The winter is cold; the summer is ____________.
3. I eat with my mouth; I smell with my _____________.
4. Glass is smooth; sandpaper is ______________.
5. A rabbit hops; a bee ____________.

L-16 When given 5 incomplete analogies verbally the student will be able to correctly complete the sentences.

MINIMUM: 4

1. You shoot with a gun; you write with a _______________.
2. You play with a toy; you ride a __________.
3. You bounce a ball; you shoot an __________.
4. A foot has a toe; a hand has a __________.
5. A dog barks; a duck ______________.

L-16a When given 5 incomplete analogies verbally the student will be able to correctly complete the sentences.

MINIMUM: 4

1. Young is to old as up is to ____________.
2. Milk is to drink as apple is to __________.
3. Nickel is to dime as five is to _____________.
4. Colt is to horse as cub is to ____________.
5. Son is to father as daughter is to ___________.

L-16a When given 5 incomplete analogies verbally the student will be able to correctly complete the sentences.

MINIMUM: 4

1. Pilot is to airplane as driver is to ____________.
2. Bird is to nest as bee is to _______________.
3. Orange is to fruit as corn is to _______________.
4. Barn is to cow as cage is to _____________.
5. Hat is to head as shoe is to ___________.

L-17 Given 5 sentences orally with the last word deleted, the student will supply an appropriate word to complete each sentence. Teacher will accept any appropriate response.

EXAMPLE: For a snack we could have milk and ____________.
(cookies)

MINIMUM: 4

1. The magician made the rabbit ____________. (disappear)
2. The rabbit ran under the __________.(fence, house)
3. The sun comes up in the ____________. (morning, east)
4. When you go to the zoo you see ____________. (animals)
5. The clown has a big, red ____________. (nose)

L-17 Given 5 sentences orally with the last word deleted, the student will supply an appropriate word to complete each sentence. Teacher will accept any appropriate response.

Example: Paper is flat, but a ball is _________. (round)

MINIMUM: 4

1. The bed broke so we slept on the __________. (couch, floor)
2. Playing in the street is very __________.(dangerous)
3. We use a brush to paint and a pencil to ________. (write)
4. Because it is raining we have to play ________.(inside, indoors)
5. After a baby can crawl he learns to ________. (walk)

L-17a Given 5 sentences orally with the last word deleted, the student will supply an appropriate word to complete each sentence. Teacher will accept any appropriate response.

Example: Toys are for playing and tools are for ________ (working)

MINIMUM: 4

1. Be careful where you step, the floor is ________ (wet, slippery, dirty)
2. After it rains the birds look for ________. (worms)
3. A car moves on land; a boat moves on ________. (water)
4. We put rugs on the floor and pictures on the ________. (wall)
5. When a person takes something that doesn't belong to him it is called ________. (stealing)

L-17a Given 5 sentences orally with the last word deleted, the student will supply an appropriate word to complete each sentence. Teacher will accept any appropriate response.

Example: Ice cream should be eaten with a ___________. (spoon)

MINIMUM: 4

1. When someone says, "Shhh," he means, ___________. ("Be quiet")
2. Fairies are make-believe, but people are _________. (real)
3. We heat food on the stove and keep it cold in the ____________________.(refrigerator)
4. A mechanic works with machines and a doctor works with ________________. (people)
5. It was too hot today; I hope tomorrow will be _______________. (cooler, nicer)

PRE TEST

L-18 Given ten sentences with the verb deleted, the student will supply an appropriate verb to complete each sentence.

MINIMUM: 9

1. Bill and Mary like to ____________ rope.
2. Sally just learned how to _________ her bike.
3. Mary hurt her finger and started to __________.
4. I always ___________ breakfast when I get up in the morning.
5. Mother ____________ Mary to the store.
6. Father said "____________ or you will be late for school."
7. _____________ out the light when you go to bed.
8. Sally likes to ___________ cookies.
9. ___________ your hands before you eat.
10. The duck ____________ in the pond.

L-18 Given ten sentences with the verb deleted, the student will supply an appropriate verb to complete each sentence.

MINIMUM: 9
(Teacher will accept appropriate answers)

1. Everyone at the birthday party ____________ (yelled) "Surprise!" when Jim walked through the door.
2. The family ____________ (wrapped) themselves in blankets to keep warm.
3. The hikers attempted to ____________ (climb) the mountain in six days.
4. Someday I hope to ____________ (travel) to Europe.
5. People ____________ (rushed) to help save the man trapped in a burning car.
6. The volcano ___________ (erupted), spilling ash and lava for several miles.
7. The freeway was ____________ (blocked) because of a five-car crash.
8. The ship ________ (sank), leaving many treasures on the bottom of the ocean.
9. The doctors ______________ (examined) the child to find out if his injuries were serious.
10. The basketball player ___________ (fouled) out with two minutes left in the championship game.

L-19 Given a picture the student will respond with four sentences describing content and/or activity in the picture.

MINIMUM: 4

DIRECTIONS:

The teacher says, "I will show you a picture. Look at it carefully. Then tell me about the picture." If a child is hesitant encourage by saying, "Tell me what you see," or "What else you can tell me?"

Teacher selects the picture to be used.

L-20 After listening to a story of approximately 125 words, the student will answer the questions in writing with 80% accuracy.

Teacher will use as a group test.

COMPREHENSION

PRE TESTS AND POST TESTS

JUNE, 1983

2.3.2 Given a picture the student will dictate an experience story in three simple sentences and read it back with 75% accuracy.

DIRECTIONS: For this test the teacher will select a picture from his/her file that has not been used for instruction.

2.3.3 Given an experience story dictated by the student s/he will demonstrate understanding of the concepts of "word," "phrase," and "sentence" by locating each of them in the story as the teacher directs.

DIRECTIONS:

After the child has dictated the story and the teacher has recorded it on the paper the teacher will say for example:

1. Put your hand under the word that tells ______________.

2. With your hands frame the phrase that tells _____________.

3. Draw your finger under the sentence that tells ____________.

3.3.1a When presented with the sentences of a story, the student will arrange the sentences in sequential order with 100% accuracy.

It is recommended that a group language experience story be used or this story.

Directions: Teacher reads the story andhas student arrange sentence strips in order.

First Bill will get up. Then he will get dressed. Next he will get on the bus. At last the bus stops at the school.

Cut out sentence strips

First Bill will get up.

Then he will get dressed.

Next he will get on the bus.

At last, the bus stops at the school.

Direction: Put in story order

First Bill will get up.

Then he will get dressed.

Next he will get on the bus.

At last, the bus stops at the school.

3.3.2a Given a four-sentence story and four questions with three choices each, the student will select the answers telling who, what, when and where with 100% accuracy.

DIRECTIONS: Read the story to yourself. Then circle the answer to the questions.

Last night Jack went fishing. He went to the pond. Jack got a big fish with his new fishing rod. The next day Mom cooked it for lunch.

1. Who went fishing?

Mom [✓ Jack] Bill

2. What did Jack get?

a frog a little fish [✓ a big fish]

3. Where did Jack go?

[✓ to the pond] to school to the zoo

4. When did Jack go fishing?

next day [✓ last night] tomorrow

3.3.2a

DIRECTIONS: Read the story to yourself, then circle the answer to the questions.

Last night Jack went fishing. He went to the pond. Jack got a big fish with his new fishing rod. The next day Mom cooked it for lunch.

1. Who went fishing?

   Mom Jack Bill

2. What did Jack get?

   a frog a little fish a big fish

3. Where did Jack go?

   to the pond to school to the zoo

4. When did Jack go fishing?

   next day last night tomorrow

3.3.3a Given a list of 15 words, the student will sort them into the following categories: Animals, Toys, Things I can do.
Minimum: 14 correct

Directions: Read the list of words. Then sort them by writing the words on the lines under the headings where they fit.

dog
play
run
fox
truck
boat
cat
skip
top
ball
hop
jump
bird
doll
pig

Animals	Toys	Things I Can Do
(dog)	(truck)	(play)
(fox)	(boat)	(run)
(cat)	(top)	(skip)
(bird)	(ball)	(hop)
(pig)	(doll)	(jump)

3.3.3a

Test

Directions: Read the list of words. Then sort them by writing the words on the lines under the headings where they fit.

dog
play
run
fox
truck

boat
cat
skip
top
ball

hop
jump
bird
doll
pig

Animals	Toys	Things I Can Do
____________	____________	____________
____________	____________	____________
____________	____________	____________
____________	____________	____________
____________	____________	____________

3.3.4 Given a picture the student will be able to write a simple sentence about the content of the picture which includes who and what happened.

DIRECTIONS:

For this test the teacher will select a picture from his/her file that has not been used for instruction.

4.3.2a Given a short paragraph with incomplete sentences, the student will choose words from a word bank to complete the sentences.

Directions: Here is a short story which has several words missing. Read the story and decide what words you think are missing. Use the words from the word bank and write them in the blanks.

A big brown bear __(lived)__ in the woods. One __(day)__ he went for a __(walk)__. He say a big __(hive)__ with many bees flying __(around)__ it. The bear knew there would be __(honey)__ in __(it)__.

WORD BANK:

it	around	day	honey	walk
lived	hive			

4.3.2a

Name ____________________ Date ____________________

Write the missing word on the blank.
Use words from the word bank.

A big brown bear ____________ in the woods. One ______________ he went for a ______________. He saw a big ____________ with many bees flying ________________ it. The bear knew there would be ______________ in ______________.

WORD BANK:

it around day honey walk
lived hive

4.3.3a Given a list of 20 words, the student will sort them into the following categories: Things I can see, Things I can hear, Things I can do.

MINIMUM: 18 correct

DIRECTIONS: Read the list of words. Then sort them by writing the words on the lines under the heading where they fit.

schools
ride
songs
words
trees
bells
walk
boys
horns
talk
streets
sleep
work
crying
drums
play
books
mittens
houses
read

Things I Can See	Things I Can Hear	Things I Can Do
(schools)	(songs)	(ride)
(trees)	(words)	(walk)
(boys)	(bells)	(talk)
(streets)	(boys)	(sleep)
(drums)	(horn)	(work)
(books)	(talk)	(play)
(mittens)	(crying)	(read)
(houses)	(drums)	

Accept any logical choices.

4.3.3a

TEST

Directions: Read the list of words. Then sort them by writing the words on the lines under the heading where they fit.

schools
ride
songs
words
trees
bells
walk
boys
horns
talk
streets
sleep
work
crying
drums
play
books
mittens
houses
read

Things I Can See	Things I Can Hear	Things I Can Do
________	________	________
________	________	________
________	________	________
________	________	________
________	________	________
________	________	________
________	________	________
________	________	________

5.3.2a Given a short paragraph with incomplete sentences the student will choose words from a word bank to complete the sentences.

Directions: Here is a short story which has several words missing. Read the story and decide what words you think are missing. Use the words from the word bank and write them in the blanks.

The Surprise Seeds

One warm day in spring a (farmer) was planting some corn. "Soon this will (grow) and I will have some (corn) to eat," he said. He (worked) all day planting the corn and then (went) home to rest.

While he was (resting) a flock of big black birds (flew) into his corn patch. Pick, pick, (pick) they went until all the corn (was) gone.

The next (morning) the farmer went to look at his corn (patch). When he saw (bird) tracks and empty (holes) he knew what had happened. Just (then) his wife came toward (him) with a bag in her hand. "Here is (your) corn," she said. "You planted **my** flower (seeds)." Then they both laughed and (laughed).

WORD BANK;

laughed
corn
farmer
grow
was
worked
went
flew
pick
morning
bird
holes
then
him
your
went
patch
corn
resting
seeds

5.3.2a

Name____________________ Date____________

The Surprise Seeds

One warm day in spring a ____________ was planting some corn. "Soon this will __________ and I will have some _________ to eat," he said. He ___________ all day planting the corn and then __________ home to rest.

While he was __________ a flock of big black birds _________ into his corn patch. Pick, pick, __________ they went until all the corn __________ gone.

The next _____________ the farmer went to look at his corn __________. When he saw __________ tracks and empty __________ he knew what had happened. Just _________ his wife came toward __________ with a bag in her hand. "Here is _________ corn," she said. "You planted my flower _________." Then they both laughed and _______________.

WORD BANK:

laughed
corn
farmer
grow
was

worked
went
flew
pick
morning

bird
holes
then
him
your

went
patch
corn
resting
seeds

5.3.3a Given a list of 20 phrases, the student will sort them into the following categories: Things to Eat, Time of Day, Directions.

MINIMUM: 18 correct

DIRECTIONS: Read the following phrases; then write each phrases on the lines under the heading where they fit.

to the left
half an orange
late at night
in the evening
on the west side
a dish of ice cream
far to the right
near the top
early morning
above the line

before sunset
below the desk
turn south
candy canes
a thick sandwich
after school
before noon
north of town
at dawn
after lunch

Things to Eat	Time of Day	Directions
(half an orange)	(late at night)	(to the left)
(dish of ice cream)	(in the evening)	(on the west side)
(candy canes)	(early morning)	(far to the right)
(a thick sandwich)	(before sunset)	(near the top)
	(after school)	(above the line)
	(before noon)	(below the desk)
	(at dawn)	(turn South)
	(after lunch)	(north of town)

5.3.3a TEST

Directions: Read the following phrases; then write each phrase on the lines under the heading where they fit.

to the left
half an orange
late at night
in the evening
on the west side
a dish of ice cream
far to the right
near the top
early morning
above the line

before sunset
below the desk
turn south
candy canes
a thick sandwich
after school
before noon
north of town
at dawn
after lunch

Things to Eat	Time of Day	Directions

5.3.3b Given six groups of four phrases, one of which classifies the group, the student will circle the classifying phrase.

MINIMUM: 5

DIRECTIONS:
1. Read the four phrases in each group;
2. Circle the one phrase in each group that tells about all the other phrases.

Example:
two long arms
[✓ parts of a body]
curly brown hair
large strong hands

1. some cups and plates
a cooking stove
[✓ things in a kitchen]
a big kettle

2. three pair of shoes
both of the boys
another one
[✓ how many]

3. straight ahead
one block south
turn to the right
[✓ how to get there]

4. a handful of dimes
cash a check
[✓ money to spend]
from a piggy bank

5. [✓ you can read]
funny jokes
letters from friends
Bob's new books

6. sliding on a hill
[✓ having fun in winter]
making a snowman
putting on iceskates

TEST

5.3.3b

DIRECTIONS: 1. Read the four phrases in each group;

2. Circle the one phrase in each group that tells about all the other phrases.

Example:
two long arms
parts of a body
curly brown hair
large strong hands

1. some cups and plates
a cooking stove
things in a kitchen
a big kettle

2. three pair of shoes
both of the boys
another one
how many

3. straight ahead
one block south
turn to the right
how to get there

4. a handful of dimes
cash a check
money to spend
from a piggy bank

5. you can read
funny jokes
letters from friends
Bob's new books

6. sliding on a hill
having fun in winter
making a snowman
putting on iceskates

5.3.3c Given six groups of four sentences, the student will underline that sentence in each group that tells about all of the other sentences in the group

MINIMUM: 5 correct

DIRECTIONS:
1. Read the 4 sentences in each group.
2. Draw a line under sentence that tells about all the other sentences.
3. Do the "example" with your teacher.

Example:

1. All the people in the Jones family drink milk every day.
2. Mary drinks a big glass of milk each day at breakfast.
3. John always has chocolate milk for lunch.
4. Mom and Dad drink milk for a snack at bedtime.

A.
1. Billy's mother drives the family car to work every day.
2. In cities many people get to their jobs by riding on a train.
3. Don's father can walk to his job at the garage on the corner
4. There are many different ways to go back and forth from home to work.

B.
1. Ron lives in the third house from the corner on Ninth Street.
2. Bob and Ray live across the street from Ron.
3. All the boys who play baseball live on the same street.
4. Perry, who plays baseball with Bob and Ray and Ron, lives at the end of the block on Ninth Street.

C. 1. The children in Ms. White's class all have a reading class some time during the morning.
2. Harry and Robert go to reading class right after the first recess.
3. Jan and Wanda are in a reading group that begins at 10:00 o'clock.
4. Mark's group works with Ms. White as soon as the school day begins.

D. 1. Mother packed paper plates and cups in a basket.
2. Cathy and James went to the closet to find blankets.
3. Mr. Anderson wrapped the hambugers and packed them in a frying pan.
4. The Anderson family was getting ready to go on a picnic.

E. 1. Peter decided that he would like to have a rocket he could build for his birthday.
2. All the Adams boys had spent some time thinking about the one thing they wanted most.
3. John Adams thought that he would like to have a radio for his room.
4. Jerry couldn't think of anything he would rather have than a good tool chest.

F. 1. Winter is longer in the northern part of our country.
2. Children who live in some parts of California have never seen snow.
3. The weather is not the same in all parts of the United States.
4. In some of the western states it rains almost every day in January.

5.3.3c

Directions:
1. Read the 4 sentences in each group.
2. Draw a line under the sentence that tells about all the other sentences.

Example:
1. All the people in the Jones family drink milk every day.
2. Mary drinks a big glass of milk each day at breakfast.
3. John always has chocolate milk for lunch.
4. Mom and Dad drink milk for a snack at bedtime.

A.
1. Billy's mother drives the family car to work every day.
2. In cities many people get to their jobs by riding on a train.
3. Don's father can walk to his job at the garage on the corner.
4. There are many different ways to go back and forth from home to work.

B. 1. Ron lives in the third house from the corner on Ninth Street.
2. Bob and Ray live across the street from Ron.
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C. 1. The children in Ms. White's class all have a reading class some time during the morning.
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F. 1. Winter is longer in the northern part of our country.
2. Children who live in some parts of California have never seen snow.
3. The weather is not the same in all parts of the United States.
4. In some of the western states it rains almost every day in January.

5.3.4 Given 24 words or phrases the student will classify them into the following categories: Who, What, When, Where, Why, How with 90% accuracy.

MINIMUM 22

*Child is given 1 page with list of phrases and 1 page to write answers on.

DIRECTIONS: Write each group of words in the box with the question it answers.

WHO? the old lady the happy boy the plump pig Sam and Jan	WHERE? in a cage under the car in the bath tub at the park
WHEN? yesterday tomorrow at 3 o'clock on Monday	WHAT DID HE DO? rode a pony drank some water got his feet stuck took off his shoes
HOW? As fast as you can slowly happily carefully	WHY? because it is cold because he was big because it is raining since it was hot

5.3.4

TEST

DIRECTIONS: Write each group of words in the box with the question it answers.

the old lady
yesterday
rode a pony
in a cage
as fast as you can
because it is cold
tomorrow
under the car
a happy boy
drank some water
slowly
because he was big

in the bathtub
the plump pig
happily
at 3:00 o'clock
because it was raining
got his feet stuck
on Monday
at the park
Sam and Jan
carefully
took off his shoes
since it was hot

WHEN?

87

HOW?

3.4

WHAT did he do?

WHY?

6.3.3a Given groups of four sentences, three of which go together, the student will draw a line through the sentence that does not belong with the other three with 100% accuracy.

MINIMUM: 5

DIRECTIONS:
1. Read the four sentences in each group.
2. **Draw a line through the one sentence that does not go with the other three sentences.**

1. Bob has three pets.
   Some children do not have pets.
   Max has a big dog.
   ~~Some camels live in a zoo.~~

2. ~~Lee visits his grandmother on Saturdays.~~
   I am in the fourth grade.
   My sister will start to school in the fall.
   My brother started school last year.

3. I like to get birthday presents.
   ~~It was too wet to play outside today.~~
   John came to my birthday party last month.
   Mom got my cake at the store.

4. There are three children in my family.
   I have two older sisters.
   ~~Jane got five new pencils at the store.~~
   My father and mother take us on trips in the summer time.

5. Most kids like summer better than winter.
   ~~Some people like cake better than candy.~~
   My mother thinks spring and fall are the best times of the year.
   Many people have fun skating and sliding during the winter.

6. More people live in towns and cities than on farms.
   In big cities many people live in tall buildings.
   Some people live on farms but drive to work in towns or cities.
   ~~We go to school near our home.~~

6.3.3a

TEST

DIRECTIONS: 1. Read the four sentences in each group.
2. Draw a line through the one sentence that does not go with the other three sentences.

1. Bob has three pets.
Some children do not have pets.
Max has a big dog.
Some camels live in a zoo.

2. Lee visits his grandmother on Saturdays.
I am in the fourth grade.
My sister will start to school in the fall.
My brother started school last year.

3. I like to get birthday presents.
It was too wet to play outside today.
John came to my birthday party last month.
Mom got my cake at the store.

4. There are three children in my family.
I have two older sisters.
Jane got five new pencils at the store.
My father and mother take us on trips in the summer time.

5. Most kids like summer better than winter.
Some people like cake better than candy.
My mother thinks spring and fall are the best times of the year.
Many people have fun skating and sliding during the winter.

6. More people live in towns and cities than on farms.
In big cities many people live in tall buildings.
Some people live on farms but drive to work in towns or cities.
We go to school near our home.

7.3.4 Given a story of approximately 100 words to be read silently and a list of ten statements, the student will select six statements that are true with 100% accuracy.

MINIMUM 9

Some of the following sentences tell things that are true according to the article you have read and others are not true. Read each sentence and then write Yes on the line if it tells something true, and No if it tells something not true.

JUNGLE ANTS

The jungle has many kinds of animals. There are large, small, shy, and fearless animals. Which animal do you think is the most feared of all? The huge rhino? The roaring lion?

No. The most feared animal in the jungle is less than an inch long. It is the army ant. Men and animals alike fear these tiny animals when they are on the march.

Millions of black army ants march together. They look like a black carpet moving across the floor of the jungle. The ant army has scouts who lead them. The scouts put out a trail of liquid from their bodies. Army ants do not see well, so the rest of the army follow this trail.

Army ants eat only meat. No animal is too big or too small for the ant army. It can eat the flesh from an elephant in minutes.

The ant army drags dead meat along with it. By this smell, men and animals can tell when the ant army is around. When natives catch this smell in the air, they free their animals. Then the natives go and hide in the brush until the army ants are gone.

****

1. The jungle has many kinds of animals. (Yes)
2. The lion is the most feared animal. (No)
3. The army ant marches all alone. (No)
4. The army ant is less than an inch long. (Yes)
5. Army ants eat only meat. (Yes)
6. The natives know when the ants are near by the smell. (Yes)
7. In this story, brush means something to comb your hair. (No)
8. Scout ants put out the trail for the other ants to follow. (Yes)
9. Army ants see well. (No)
10. Because there are so many ants, the army can eat an elephant in minutes. (Yes)

7.3.4

TEST

Some of the following sentences tell things that are true according to the article you have read and others are not true. Read each sentence and then write Yes on the line if it tells something true, and No if it tells something not true.

JUNGLE ANTS

The jungle has many kinds of animals. There are large, small, shy and fearless animals. Which animal do you think is the most feared of all? The huge rhino? The roaring lion?

No. The most feared animal in the jungle is less than an inch long. It is the army ant. Men and animals alike fear these tiny animals when they are on the march.

Millions of black army ants march together. They look like a black carpet moving across the floor of the jungle. The ant army has scouts who lead them. The scouts put out a trail of liquid from their bodies. Army ants do not see well, so the rest of the army follow this trail.

Army ants eat only meat. No animal is too big or too small for the ant army. It can eat the flesh from an elephant in minutes.

The ant army drags dead meat along with it. By this smell, men and animals can tell when the ant army is around. When natives catch this smell in the air, they free their animals. Then the natives go and hide in the brush until the army ants are gone.

****

1. The jungle has many kinds of animals. ________
2. The lion is the most feared animal. ________
3. The army ant marches all alone. ________
4. The army ant is less than an inch long. ________
5. Army ants eat only meat. ________
6. The natives know when the ants are near by the smell. ________
7. In this story, brush means something to comb your hair. ________
8. Scout ants put out the trail for the other ants to follow. ________
9. Army ants see well. ________
10. Because there are so many ants, the army can eat an elephant in minutes. ________

7.3.5 Given topic sentences for paragraphs of different patterns the student will predict the pattern by underlining the signal word and selecting the pattern.

MINIMUM: 13 correct

Underline the signal words. Write the letter of the pattern in the blank.

A. Classification

B. Sequence

C. Causation

D. Comparison

1. There are many kinds of dogs. (A)
2. These are the directions for making a model airplane. (B)
3. The climate in Iowa is different from the climate in Florida. (D)
4. There was no school because the weather was bad. (C)
5. The recipe for fudge is easy. (B)
6. There are several types of motorcycles. (A)
7. Ants are like people. (D)
8. John had a good reason for being absent from school. (C)

7.3.5

Underline the signal words. Write the letter of the pattern in the blank.

A. Classification	C. Causation
B. Sequence	D. Comparison

---

1. There are many kinds of dogs. ____________
2. These are the directions for making model airplane. ____________
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8. John had a good reason for being absent from school. ____________

9.3.4 Given four paragraphs the learner will recognize the signal words and select paragraph pattern.

MINIMUM: 18

DIRECTIONS:
1. Read the story.
2. Select and write the signal words on the blanks.
3. Decide on the pattern of organization and write it on the line.

PATTERNS OF ORGANIZATION

Classification   Sequence   Cause and Effect   Comparison

---

1. Here are the directions for making jello. First mix contents of package with 1 cup of boiling water. Next, stir in 1 cup of cold water. Then pour into a serving dish or jello mold. Finally place in the refrigerator to set.

(First) (Next) (Then) (Finally)

(Sequence)

2. Numerous children were sent to the school nurse today. Several kindergarteners came for an eye test. Some older children had developed a red rash. The nurse called it measles. Still another child was sent with a stomach ache. The nurse had a very busy day.

(Numerous) (Several) (Some) (Still another)

(Classification)

3. There were many reasons why Boston, New York, Philadelphia, Newport and Charleston became cities and others did not. Due to their location they had the docks and warehouses needed for shipping. As a result these towns drew products from their area to be sent elsewhere. The outcome meant more jobs for the people.

(reasons) (due to) (As a result)

(outcome) (cause and effect)

4. Europeans who came to America brought their differences with them. Both the Spanish and Portuguese had their own language. They each brought their own customs, their dress and ideas of how things should be done. However, these Europeans also were alike in many ways. They all brought useful tools, an alphabet and written language.

(differences) (both) (however) (alike)

(comparison)

Page 1 of 2

9.3.4

TEST

DIRECTIONS:
1. Read the story.
2. Select and write the signal words on the blanks.
3. Decide on the pattern of organization and write it on the line.

PATTERNS OF ORGANIZATION

Classification Sequence Cause and Effect Comparison

---

1. Here are the directions for making jello. First mix contents of package with 1 cup of boiling water. Next, stir in 1 cup of cold water. Then pour into a serving dish or jello mold. Finally place in the refrigerator to set.

____________ ____________ ____________ ____________

____

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____________ ____________ ____________ ____________

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____________ ____________ ____________

____________ ____________

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_______________ _______________ _______________ _______________

____

VOCABULARY

PRE TESTS AND POST TESTS

ALLYN AND BACON

HOLT, RINEHART AND WINSTON

June, 1983

VOCABULARY TESTS AND CRITERIA FOR MASTERY

Criteria for mastery:

10-word test	Minimum 9 correct
15-word test	Minimum 14 correct

LEVEL	TITLE	SARI	NO. OF TESTS	NO. OF WORDS PER TEST
9	Upside and Down	3	1	15
10	Inside and Out	4	2	15
11	Moon Magic	5	4	10
12	Riding Rainbows	6	4	10
13	Sunshine Days	7	4	15
14	Handstands	7	5	4-15 1-10
15	Person to Person	8	4	3-10 1-15
16	Free Rein	8	3	2-15 1-10

Holt, Rinehard & Winston

LEVEL	TITLE	SARI	NO. OF TESTS	NO. OF WORDS PER TEST
7	A Place for Me	3	1	15
8	A Time for Friends	4	3	10
9	People Need People	5	4	10
10	Way of the World	6	3	10
11	Never Give Up	7	4	15
12	Special Happenings	7	4	15
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VOCABULARY TEST - UNITS 1 THROUGH 4
LEVEL 9 - UPSIDE AND DOWN

DIRECTIONS: Fill in the oval in front of the correct answer for the underlined word.

1. If something is clean it is

   0 very old 0 not dirty 0 liked 0 fast

2. The opposite of higher is

   0 under 0 next 0 lower 0 darker

3. To be afraid is to be

   0 scared 0 happy 0 sad 0 angry

4. A grumpy person

   0 is tricky 0 is well liked

   0 is happy 0 does not smile

5. If you are hungry you want

   0 to play 0 money 0 to eat 0 to drink

6. Which one of these is invisible?

   0 a chimney 0 the wind 0 a door 0 a person

7. Beautiful means

   0 pretty 0 glad 0 ugly 0 nice

8. A building is

   0 a tree 0 a person 0 an animal 0 a place

9. Which of these is not round?

   0 a wheel 0 a pie 0 a box 0 an orange

10. To pound means to

0 hit   0 feed   0 shut   0 pick

11. Which one of these does not have a roof?

0 a school   0 a tree   0 a house   0 a car

12. The opposite of slow is

0 work   0 fast   0 small   0 right

13. Which of these is not hard?

0 a floor   0 a rock   0 water   0 a table

14. Ripe means

0 dark   0 new   0 not ready   0 ready

15. To have nothing is to have

0 some   0 many   0 none   0 plenty

VOCABULARY TEST - UNITS 1 and 2
LEVEL 10 - INSIDE AND OUT

DIRECTIONS: Fill in the oval in front of the correct answer for the underlined word.

1. To be alone means to be

○ at a party ○ at home

○ with a friend ○ by yourself

2. Different means

○ not the same ○ better

○ the same ○ nice

3. The opposite of forget is

○ think ○ remember ○ find ○ call

4. Which of these things are not found in a kitchen?

○ plates ○ a stove ○ a garage ○ cookies

5. Morning is

○ on Sunday ○ before noon

○ at night ○ after noon

6. Another name for a picture is

○ a drawing ○ a teacher ○ a plan ○ a color

7. Mark the one you cannot climb

○ ladder ○ stairs ○ streets ○ trees

8. Once a day means

○ at no time ○ one time ○ many times ○ a few times

9. Hello is a word we use when we

0 go to sleep　　0 leave

0 meet someone　　0 feel mad

10. The opposite of tall is

0 high　　0 large　　0 big　　0 short

11. Which of these do not have tires?

0 a tow truck　　0 a plane　　0 a sled　　0 a bike

12. Tomorrow comes

0 after today　　0 before today　　0 today　　0 yesterday

13. To tell is to

0 laugh　　0 cry　　0 say　　0 try

14. Another name for kids is

0 girls　　0 boys　　0 men　　0 children

15. If you are late you are

0 at home　　0 not on time

0 sleepy　　0 on time

VOCABULARY TEST - UNITS 3-4-5
LEVEL 10 - INSIDE AND OUT

DIRECTIONS: Fill in the oval in front of the correct answer for the underlined word.

1. To be angry is to be

0 mad 0 sad 0 happy 0 surprised

2. The opposite of awake is

0 alore 0 asleep 0 alive 0 walking

3. Boy is to girl as brother is to

0 man 0 uncle 0 sister 0 mother

4. Who might you not see in a castle?

0 scientist 0 princess 0 a king 0 a queen

5. To be upset is to be

0 friendly 0 liked 0 tired 0 unhappy

6. Free things cost

0 a lot 0 a little 0 nothing 0 less than $2.00

7. An idea is

0 a person 0 an animal
0 a book 0 a thought

8. A mountain is

0 a policeman 0 a high hill
0 a big rock 0 a fast ride

9. Neighbors live

0 in another city 0 near you
0 in a lake 0 far away from you

VOCABULARY TEST - UNITS 3-4-5
LEVEL 10 - INSIDE AND OUT

DIRECTIONS: Fill in the oval in front of the correct answer for the underlined word.

10. To chew is to

0 drink 0 shake 0 bite 0 rub

11. We hear with our

0 eyes 0 nose 0 feet 0 ears

12. The opposite of loud is

0 noisy 0 long 0 soft 0 sounds

13. Which of these is not a salad?

0 jello 0 popcorn 0 potato 0 lettuce

14. The opposite of strong is

0 smelly 0 dumb 0 silly 0 weak

15. The bird flew

0 under the ground 0 under the mountain
0 in the air 0 in the water

VOCABULARY TEST - UNIT 1
LEVEL 11 - MOON MAGIC

DIRECTIONS: Fill in the oval in front of the correct answer for the underlined word.

1. When you have enough

0 you need more   0 you need less

0 you have plenty   0 you have nothing

2. To nibble cheese means

0 to chew it   0 to throw it away

0 to cut it into pieces   0 to wrap it

3. Something strange is

0 the same   0 new   0 exciting   0 unusual

4. When you are through you are

0 starting   0 finished   0 working   0 together

5. The opposite of wrong is

0 ring   0 good   0 right   0 wrap

6. The opposite of excited is

0 happy   0 quiet   0 noisy   0 every

7. Something on the edge of the table is

0 near the middle   0 near the side

0 under it   0 above it

8. A stem is

0 part of a plant   0 a fruit

0 part of a tree   0 stone

9. To slice the meat means to

0 eat it   0 freeze it   0 cut it   0 bake it

10. A whole apple is the opposite of

0 all of an apple   0 part of an apple

0 many apples   0 most of an apple

VOCABULARY TEST - UNIT 2
LEVEL 11 - MOON MAGIC

DIRECTIONS: Fill in the oval in front of the correct answer for the underlined word.

1. A frightened person is

0 happy   0 mean   0 scared   0 sad

2. Thief means the same as

0 leader   0 robber   0 chef   0 driver

3. To vacuum a room means

0 to wash it   0 to paint it   0 to clean it   0 to scrape it

4. A special toy is

0 too old   0 one you really like   0 made of rubber   0 one you give away

5. When you disappoint someone you

0 make him unhappy   0 please him   0 do his work   0 you disobey him

6. The opposite of bought

0 buy   0 sold   0 take   0 sell

7. When you speak to someone you

0 talk   0 laugh   0 listen   0 cheer

8. To realize means to

0 dream   0 enjoy   0 understand   0 answer

9. Whisper means to

0 speak clearly   0 talk softly   0 shout   0 tell

10. A figure can be a

0 mirror   0 shape   0 flower   0 bicycle

VOCABULARY TESTS - UNITS 3 and 4
LEVEL 11 - MOON MAGIC

DIRECTIONS: Fill in the oval in front of the correct answer for the underlined word.

1. Shop means the same as

0 buy 0 sell 0 ship 0 wander

2. When you breathe you use

0 dirt 0 water 0 air 0 salt

3. A pail is the same as

0 a pair 0 a bird 0 a box 0 a bucket

4. Important means the same as

0 unreal 0 special 0 different 0 real

5. Shorter is the opposite of

0 farther 0 smaller 0 taller 0 fatter

6. Probably means

0 very likely 0 politely 0 poorly 0 not likely

7. Rises is the opposite of

0 lifts 0 behind 0 over 0 falls

8. An island is a piece of land with water

0 on one side 0 on three sides 0 all around it 0 on two sides

9. To explore means

0 to express 0 to find out more about something 0 to eat 0 to blow up

10. Flippers are used for

0 eating 0 swimming 0 dancing 0 singing

VOCABULARY TESTS - UNITS 5 and 6
LEVEL 11 - MOON MAGIC

DIRECTIONS: Fill in the oval in front of the correct answer for the underlined word.

1. Gently means the same as

0 carefully   0 quickly   0 roughly   0 smoothly

2. To choose means to

0 cheer   0 leave out   0 pick   0 get

3. Leap means the same as

0 grow   0 run   0 lean   0 jump

4. Another name for cities is

0 states   0 towns   0 buildings   0 countries

5. The opposite of below is

0 corner   0 above   0 center   0 near

6. If you are unkind you are

0 friendly   0 mean   0 nice   0 happy

7. To be dead is to be

0 not living   0 growing   0 alive   0 present

8. Beetles are

0 plants   0 seaweed   0 insects   0 eels

9. A team is a

0 player   0 group   0 football   0 game

10. Position means

0 place   0 helper   0 question   0 problem

VOCABULARY TEST - UNIT 1
LEVEL 12 - RIDING RAINBOWS

DIRECTIONS: Fill in the oval in front of the correct answer for the underlined word.

1. A leaping frog would be

0 singing   0 jumping   0 learning   0 winning

2. Champion means the same as

0 loser   0 runner   0 winner   0 breakfast

3. Fellow means the same as

0 lady   0 girl   0 person   0 man

4. To raise your hand is to

0 rap   0 lift   0 dip   0 lower

5. The opposite of lose is

0 clap   0 win   0 laugh   0 drop

6. The opposite of raise is

0 lift   0 aid   0 claim   0 lower

7. The opposite of ceiling is

0 floor   0 roof   0 porch   0 door

8. A nation is a

0 city   0 town   0 country   0 state

9. To punch means to

0 hit   0 decide   0 flop   0 drink

10. A crowd is

0 a child   0 a ship   0 a person   0 a group

VOCABULARY TEST - UNIT 2
LEVEL 12 - RIDING RAINBOWS

DIRECTIONS: Fill in the oval in front of the correct answer for the underlined word.

1. Cellar means the same as

0 wall 0 ceiling 0 basement 0 kitchen

2. Law means the same as

0 jail 0 rule 0 game 0 land

3. The price of the book is the

0 name 0 cover 0 number 0 cost

4. Sick means the same as

0 ill 0 well 0 fine 0 tired

5. The opposite of dim is

0 bright 0 dull 0 dumb 0 pretty

6. The opposite of hired is

0 left 0 lowered 0 fired 0 pushed

7. The opposite of against is

0 near 0 for 0 far 0 over

8. Noon means

0 midnight 0 morning 0 midday 0 evening

9. Cases means the same as

0 boxes 0 holes 0 sacks 0 bags

10. Stealing means the same as

0 learning 0 asking 0 hoping 0 robbing

VOCABULARY TEST - UNIT 3 and 4
LEVEL 12 - RIDING RAINBOWS

DIRECTIONS: Fill in the oval in front of the correct answer for the underlined word.

1. In gravel you would find

0 salt 0 humus 0 moss 0 pebbles

2. Nonsense means the same as

0 otherwise 0 fewer 0 foolishness 0 decay

3. If you slide down the hill you

0 slip 0 jog 0 walk 0 honk

4. To click your fingers means to

0 clean them 0 snap them 0 count them 0 chew them

5. The opposite of separate is

0 across 0 together 0 often 0 sudden

6. The opposite of less is

0 few 0 little 0 some 0 more

7. The opposite of shady is

0 showy 0 cloudy 0 slippery 0 sunny

8. Peat is a kind of

0 food 0 person 0 soil 0 hair

9. Twigs are

0 small sticks 0 bugs 0 costumes 0 small gophers

10. Sleeves are part of a

0 story 0 shirt 0 plant 0 shoe

VOCABULARY TEST - UNIT 5 and 6
LEVEL 12 - RIDING RAINBOWS

DIRECTIONS: Fill in the oval in front of the correct answer for the underlined word.

1. To fetch is to

0 catch 0 zip 0 bring 0 guard

2. Market means the same as

0 home 0 store 0 office 0 museum

3. A smashed pot is

0 crushed 0 mended 0 cracked 0 traded

4. Commanded means the same as

0 carried 0 screeched 0 drifted 0 ordered

5. The opposite of dawn is

0 morning 0 light 0 pond 0 dusk

6. Something fuzzy would feel

0 soft 0 rough 0 hard 0 smooth

7. The opposite of forward is

0 sideways 0 backward 0 through 0 below

8. Shrieked means

0 whispered 0 sang 0 hit 0 yelled

9. Discovered means

0 found 0 lost 0 hid 0 knotted

10. To move ahead means to

0 move backward 0 move in circles 0 move forward 0 move around

VOCABULARY TEST - UNIT 1

LEVEL 13 - SUNSHINE DAYS

DIRECTIONS: Fill in the oval in front of the correct answer for the underlined word.

1. A character is another name for a person in

0 a play   0 a game   0 a school   0 a band

2. In an orchard you could find

0 pumpkins   0 tomatoes   0 grapes   0 apples

3. A recipe is used in

0 cleaning   0 playing   0 cooking   0 swimming

4. Ordinary means

0 unusual   0 usual   0 order   0 opposite

5. Unusual means

0 different   0 the same   0 unable   0 unused

6. Which of these is not a kind of clothes

0 shirt   0 pants   0 closet   0 stockings

7. To exercise is to

0 read   0 swim   0 exit   0 stare

8. To haul is to:

0 fix   0 hang   0 stop   0 move

9. A direction

0 disagrees with you   0 stops you   0 tells you what to do   0 does not help you

VOCABULARY TEST - UNIT 1
LEVEL 13 - SUNSHINE DAYS CONT.

10. In stew you could find

0 jello 0 milk 0 ice cream 0 vegetables

11. Peaceful is the opposite of

0 calm 0 still 0 noisy 0 pleasant

12. Which of the following is juicy?

0 an orange 0 a banana 0 a carrot 0 a walnut

13. Wrinkles can be found in

0 shoes 0 hair 0 wrenches 0 clothes

14. To prepare is to

0 present 0 get ready 0 finish 0 press

15. A banquet is a type of

0 game 0 feast 0 bank 0 band

VOCABULARY TEST - UNIT 2 and 3

LEVEL 13 - SUNSHINE DAYS

DIRECTIONS: Fill in the oval in front of the correct answer for the underlined word.

1. An anxious man is

    0 handsome   0 worried   0 prepared   0 asleep

2. To examine means to

    0 inspect   0 remove   0 excuse   0 prepare

3. To comfort means to

    0 sadden   0 anger   0 cheer   0 confuse

4. To roam the halls means to

    0 ruin   0 crowd   0 paint   0 wander

5. The opposite of impatient is

    0 calm   0 anxious   0 hurried   0 impressive

6. The opposite of accidental is

    0 by chance   0 on purpose   0 forever   0 accept

7. The opposite of adult is

    0 grown up   0 teacher   0 child   0 person

8. To consider means to

    0 be polite   0 think about   0 clean   0 quit

9. Excuse means to

    0 help   0 hurry   0 excite   0 pardon

VOCABULARY TEST - UNIT 2 and 3
LEVEL 13 - SUNSHINE DAYS CONT.

10. Something that is serious is

0 unimportant   0 puzzling   0 important   0 silly

11. A grain of something would be

0 a cupful   0 a tiny bit   0 a large amount   0 a big piece

12. If you have a disease, you are

0 healthy   0 wealthy   0 sick   0 wise

13. An attic can be found

0 on a dog   0 in the basement   0 in a house   0 in an automobile

14. Fled means

0 ran away   0 stayed   0 ate   0 slept

15. An infected finger looks

0 black and blue   0 red and swollen   0 healthy   0 clean

VOCABULARY TEST - UNIT 4 and 5

LEVEL 13 - SUNSHINE DAYS

DIRECTIONS: Fill in the oval in front of the correct answer for the underlined word.

1. Autumn is another name for

   0 forest　0 fall　0 spring　0 car

2. A journey is

   0 a balcony　0 a costume　0 a traveler　0 a trip

3. An exhibit is

   0 an envelope　0 a display　0 an orchestra　0 a sign

4. Pleaded means the same as

   0 listened　0 walked　0 begged　0 peered

5. Starvation means

   0 not enough food　0 no water　0 not enough clean air　0 no clothes

6. Silence means

   0 noise　0 quiet　0 sadness　0 loudness

7. Famous means

   0 joyful　0 well known　0 awful　0 ordinary

8. The opposite of discouraged is

   0 encouraged　0 bored　0 lonely　0 dissatisfied

9. The opposite of instantly is

   0 soon　0 later　0 never　0 sometimes

VOCABULARY TEST - UNIT 4 and 5
LEVEL 13 - SUNSHINE DAYS

10. Extra means

0 more than enough 0 not enough 0 less than half 0 about right

11. A hydrant is used for

0 grass 0 rocks 0 food 0 water

12. Which of the following could not be made of canvas?

0 shoes 0 a tent 0 a sweater 0 a purse

13. If you wear a uniform, you look

0 like others 0 different 0 shabby 0 older

14. Someone who is famous is

0 well-known 0 hated 0 unknown 0 small

15. At the theater you might see

0 a swim meet 0 a play 0 a soccer game 0 a car race

VOCABULARY TEST - UNIT 6 and 7

LEVEL 13 - SUNSHINE DAYS

DIRECTIONS: Fill in the oval in front of the correct answer for the underlined word.

1. Boughs means the same as

0 twigs 0 roots 0 bought 0 branches

2. Reckless means the same as

0 careless 0 watchful 0 helpless 0 tireless

3. A fierce animal would be

0 kind 0 friendly 0 savage 0 calm

4. Pleasantly means

0 hatefully 0 noisily 0 playfully 0 pleasingly

5. Desire means the same as

0 to want 0 to design 0 to imagine 0 to watch

6. Permission means the same as

0 punishment 0 impatience 0 consent 0 interest

7. The opposite of capture is

0 to free 0 to obey 0 to leave 0 to label

8. The opposite of proper is

0 wrong 0 pupil 0 unusual 0 correct

9. If you are determined you are

0 discouraged 0 undecided 0 deserving 0 sure

VOCABULARY TEST - UNIT 6 and 7
LEVEL 13 - SUNSHINE DAYS

10. A narrator

0 speaks   0 listens   0 runs   0 swims

11. Mention means

0 to speak about   0 to mind   0 to examine   0 to dislike

12. Strolled means

0 to play the guitar   0 to try to learn   0 to walk fast   0 to walk slowly

13. Something that is stalked is

0 unwanted   0 hunted   0 released   0 planted

14. If you qualify for a race

0 you may be in the race   0 you may not be in the race   0 you may be too young   0 you may be too old

15. You could have privacy in

0 a theater   0 a crowd   0 your bedroom   0 a grocery store

VOCABULARY TEST - UNIT 1
LEVEL 14 - HANDSTANDS

DIRECTIONS: Fill in the oval in front of the correct answer for the underlined word.

1. Interrupted means the same as

0 interferred 0 interested 0 kept quiet 0 involved

2. A ceremony is a type of

0 race 0 contest 0 play 0 celebration

3. The opposite of magnificent is

0 splendid 0 grand 0 great 0 ugly

4. A person who has brawn has

0 brains 0 manners 0 muscles 0 clothes

5. When a test is perfect it has

0 many mistakes 0 four wrong 0 no mistakes 0 ten right

6. Slurped means to

0 eat quickly 0 suck softly 0 cut in pieces 0 suck loudly

7. Halt is the opposite of

0 stop 0 move 0 sit down 0 sleep

8. To slaughter a team means

0 to tie 0 to lose

0 to win by one point 0 to win big

9. The man bellowed means he

0 spoke softly 0 spoke quickly

0 spoke loudly 0 spoke slowly

VOCUBLARY TEST - UNIT 1
LEVEL 14 - HANDSTANDS

10. If you make a racket you

0 play a tune　　0 make a noise

0 play a game　　0 make a cake

11. Neither means

0 none　　0 all　　0 some　　0 half

12. Sam mumbled means he spoke

0 unclearly　　0 slowly　　0 rapidly　　0 clearly

13. Sour is the opposite of

0 salty　　0 sweet　　0 tasty　　0 good

14. You would find a siren on a

0 truck　　0 garbage truck

0 delivery truck　　0 fire truck

15. Another word for quit is

0 continue　　0 complete　　0 stop　　0 quiet

VOCABULARY TESTS - UNITS 2 and 3
LEVEL 14 - HANDSTANDS

DIRECTIONS: Fill in the oval in front of the correct answer for the underlined word.

1. Centipedes have

0 a few legs 0 a hundred legs

0 six legs 0 ten legs

2. You would find moisture on

0 a doll 0 a mouse 0 the grass 0 the bicycle

3. Which of these is the shape of an oval?

0 an orange 0 an apple 0 an egg 0 a banana

4. If I am thirsty I would want to

0 have a candy bar 0 have a piece of pie

0 have a piece of gum 0 have a glass of water

5. A swarm means

0 a few 0 a large number

0 none at all 0 a small number

6. Knuckles can be found on your

0 arms 0 legs 0 toes 0 hands

7. A cathedral is:

0 a large and important chruch 0 a small store

0 a place for ball games 0 a large restaurant

8. Swiftly is the opposite of

0 slowly 0 quickly 0 rapidly 0 sternly

VOCABULARY TESTS - UNITS 2 and 3
LEVEL 14 - HANDSTANDS

9. Determined means

0 decided 0 discovered 0 delayed 0 controlled

10. Gigantic is the same as

0 small 0 huge 0 tiny 0 big

11. I paid the fare means I paid the

0 conductor 0 lady 0 meter 0 price

12. Replied means

0 rescued 0 answered 0 relied 0 lied

13. The dragon was prancing means

0 dancing 0 jumping 0 running 0 leaping

14. A hold on a ship is a place

0 for dancing 0 to eat

0 where things are stored 0 to sleep

15. Which of the following has scales

0 a bird 0 a bear 0 a dog 0 a dragon

VOCABULARY TESTS - UNIT 4
LEVEL 14 - HANDSTANDS

DIRECTIONS: Fill in the oval in front of the correct answer for the underlined word.

1. Surgery is performed by a

0 teacher　0 doctor　0 salesman　0 lawyer

2. A sculptor works with

0 beads　0 paint　0 yarn　0 clay

3. A prairie is a

0 grassland　0 forest　0 desert　0 mountain

4. To make a decision means to

0 depart　0 invent　0 make a choice　0 cure

5. Reverse is the opposite of

0 go forward　0 stay the same

0 go sideways　0 go backward

6. Mute means unable to

0 see　0 speak　0 hear　0 move

7. A person who is daring would

0 sleep all day　0 read a book

0 try something dangerous　0 ride a bicycle

8. An addition is something that has been added to a

0 house　0 horse　0 chair　0 game

9. Braille is used by people who are

0 mute　0 deaf　0 blind　0 crippled

VOCABULARY TESTS - UNIT 4
LEVEL 14 - HANDSTANDS

10. An expert does something

0 very well   0 very poorly

0 by himself   0 with someone

11. If someone appreciated my work, he

0 disliked it   0 had no opinion

0 wanted to change it   0 liked it

12. A sketch is the same as

0 a sculpture   0 a painting

0 a drawing   0 a series

13. You cannot find a label on

0 a dress   0 a shoe   0 an apple   0 a jar

14. Chores are the same as

0 jobs   0 games   0 baskets   0 children

15. If I am cured, I am

0 tired   0 sick   0 recovered   0 disappointed

VOCABULARY TESTS - UNITS 5 and 6
LEVEL 14 - HANDSTANDS

DIRECTIONS: Fill in the oval in front of the correct answer for the underlined word.

1. A dense forest is

0 thin   0 thick   0 dim   0 heavy

2. Which of these could not be a scrap?

0 food   0 cloth   0 paper   0 dirt

3. If you are an apprentice painter you

0 know everything   0 are learning

0 have done it before   0 quit learning

4. Bob was frantic means he was

0 excited   0 famous   0 calm   0 still

5. The music subsided means

0 began   0 continued

0 started again   0 died down

6. Which of these is precious?

0 paper   0 diamonds   0 rocks   0 wood

7. If I harvest the crops, I

0 hoe them   0 sell them

0 plant them   0 pick them

8. The opposite of ancient is

0 old   0 new   0 aged   0 marvelous

9. The horse snorted means he

0 was quiet   0 sneezed

0 made a noise   0 ran away

VOCABULARY TESTS - UNITS 5 and 6
LEVEL 14 - HANDSTANDS

10. Doing something exactly means

0 making mistakes 0 doing it correctly

0 asking questions 0 doing extra work

11. Which of these does not mean bawled?

0 laughed 0 cried 0 sobbed 0 howled

12. The cloth was dyed means

0 sewed 0 tied 0 cut 0 colored

13. A pattern is a

0 paper 0 design 0 cloak 0 packet

14. Which of the following is not a container?

0 a box 0 a crate 0 an envelope 0 a loom

15. To peer at someone is to

0 shout 0 stare 0 peek 0 whine

VOCABULARY TEST - UNIT 7
LEVEL 14 - HANDSTANDS

DIRECTIONS: Fill in the oval in front of the correct answer for the underlined word.

1. In a museum you would not expect to find

0 an airplane   0 a car
0 a live animal   0 guns

2. Animals that are extinct are

0 no longer seen   0 good pets
0 easily trained   0 found in zoos

3. A refuge is a place

0 to daydream   0 to buy things
0 to play games   0 to be safe

4. Crumple means to

0 crack   0 wrinkle   0 tear   0 smooth

5. Etc. (et cetera) means

0 and so forth   0 exit
0 no more   0 enter

6. Pesticides are used for

0 encouraging insects   0 growing crops
0 killing insects   0 harvesting crops

7. Environment means

0 designs   0 surroundings   0 meters   0 ecology

8. A clan would not be a

0 tribe   0 family   0 chore   0 group

9. A treaty is

○ an agreement between two countries

○ a party

○ an agreement between two people

○ a group of people

10. Launch does not mean

○ throw into the air

○ to set afloat

○ to throw away

○ to fire

VOCABULARY TESTS - UNITS 1 and 2
LEVEL 15 - PERSON TO PERSON

DIRECTIONS: Fill in the oval in front of the correct answer for the underlined word.

1. You could find meringue on a

0 pizza   0 dessert   0 banana   0 vegetable

2. A mischievous person is one who

0 is sleepy   0 likes to eat   0 plays tricks   0 reads many books

3. A brilliant person is

0 cruel   0 brawny   0 happy   0 very smart

4. Hesitated means the same as

0 paused   0 admired   0 rotted   0 helpful

5. To make a decision means to

0 rescue   0 decide   0 deliver   0 argue

6. Companions are

0 people you don't know   0 strangers

0 famous people   0 people you spend time with

7. You would go to a festival to

0 celebrate   0 pay your taxes

0 look for new clothes   0 practice tennis

8. People have arguments when they

0 agree   0 are unhappy

0 disagree   0 are working hard

9. A person who is grieving would be feeling

0 worried   0 sad   0 hungry   0 grateful

10. The opposite of captivity is

0 happiness   0 imprisonment

0 entertainment   0 freedom

11. In a gaudy room you would find

0 few colors   0 many brilliant decorations

0 many chairs   0 a white sofa

12. A teacher would interfere if

0 students are working quietly   0 students are playing on the playground

0 Bill and John have started a fight   0 Mary and Jane are cleaning their desks

13. The opposite of tremendous is

0 transfer   0 immense   0 treason   0 small

14. John did not recognize his friend because

0 he was not with his father   0 he was wearing a black wig

0 it was early in the morning   0 he was late for school

15. Rescued means the same as

0 replied   0 served   0 saved   0 repaired

VOCABULARY TEST - UNIT 3
LEVEL 15 - PERSON TO PERSON

DIRECTIONS: Fill in the oval in front of the correct answer for the underlined word.

1. The word equipment means

0 food for a picnic   0 a long trip by air

0 special tools for a job   0 the furniture in a house

2. A popular person is

0 unknown   0 well-liked   0 dreadful   0 hungry

3. You will find boughs

0 on a tree   0 in the ocean

0 in the desert   0 on a pogo stick

4. Necessary means

0 nervous   0 nonsense   0 needed   0 natural

5. You would expect to see apparatus for doing an experiment in

0 an aquarium   0 an airplane

0 a grocery store   0 a laboratory

6. Another word for pressure is

0 previous   0 fragile   0 force   0 primary

7. A cooperative person would be

0 hard to work with   0 easy to work with

0 hard to please   0 ready for a trip

8. If you neglected your school work you

0 lose it on the way to school   0 finish it quickly

0 would not have it done   0 would have it done early

VOCABULARY TEST - UNIT 3
LEVEL 15 - PERSON TO PERSON

9. A self-sufficient person

0 needs a lot of help from others
0 can get along well alone
0 can live in a big city
0 likes to be with children

10. Irrigation has to do with

0 wind
0 sun
0 storms
0 water

VOCABULARY TEST - UNIT 4
LEVEL 15 - PERSON TO PERSON

DIRECTIONS: Fill in the oval in front of the correct answer for the underlined word.

1. Making arrangements means

0 planning something
0 throwing something
0 buying new clothes
0 meeting your friends

2. You might feel fatigue

0 when you wake up in the morning
0 after a hard day at school
0 after you watch T.V. for a while
0 when you take out the trash

3. You would be embarrassed if

0 you did well on a test
0 you were on time for school
0 you wore new clothes
0 you ripped your jeans

4. An emotion is

0 a feeling
0 an ability
0 a thought
0 an explosion

5. You have determination if you

0 never do your work
0 keep trying
0 give up easily
0 have a disease

6. Something luminous

0 leaks
0 grows
0 hurts
0 glows

7. Technique means

0 a method
0 a machine
0 a magician
0 a meter

VOCABULARY TEST - UNIT 4
LEVEL 15 - PERSON TO PERSON

8. If you continue you

0 stop   0 hesitate   0 keep on   0 collect

9. A genius has

0 a large family   0 special abilities

0 a handsome face   0 no friends

10. Circulation would not be used in connection with

0 air   0 blood   0 land   0 water

VOCABULARY TEST - UNITS 5 and 6
LEVEL 15 - PERSON TO PERSON

DIRECTIONS: Fill in the oval in front of the correct answer for the underlined word.

1. If you have confidence in a person you

0 hate him
0 believe in him
0 love him
0 distrust him

2. When wood is splintered, it is

0 varnished
0 cut in pieces
0 shattered
0 sawed

3. Absorbed means

0 wiped out
0 soaked up
0 squeezed
0 dried

4. To act desperately is to act

0 calmly
0 hopefully
0 determinedly
0 frantically

5. Which one is fragile?

0 wood
0 glass
0 plastic
0 rubber

6. A dormant animal is

0 angry
0 eating
0 sleeping
0 running

7. Which one is fragrant?

0 a skunk
0 a flower
0 gasoline
0 garbage

8. The opposite of lament is

0 lather
0 lonely
0 meant
0 rejoice

9. A hurricane is a kind of

0 crutch
0 blizzard
0 race
0 wind storm

10. A stench is a

0 bad odor
0 pleasing odor
0 small bench
0 tool

VOCABULARY TEST - UNIT 1
LEVEL 16 - FREE REIN

DIRECTIONS: Fill in the oval in front of the correct answer for the underlined word.

1. Ashamed is the opposite of

0 confused   0 smart   0 strong   0 proud

2. When the boy darted into the street, he

0 started out   0 broke out

0 ran quickly   0 strolled

3. Scrambled letters are

0 mixed   0 written   0 unmixed   0 messy

4. You might feel sweaty when you

0 eat ice cream   0 watch T.V.

0 play tennis   0 talk on the phone

5. A person who is unconsoled is

0 not cured   0 not a parent

0 not comforted   0 not employed

6. An incinerator is for

0 baking   0 cooking   0 driving   0 burning

7. A shredding machine

0 tears   0 prints   0 plows   0 harvests

8. When the boy dawdled he did not

0 loaf   0 hurry   0 delay   0 relax

9. A gnarled tree is the opposite of one that is

0 old   0 sick   0 healthy   0 straight

10. Weaving cloth is

0 sewing it   0 selling it   0 cutting it   0 making it

VOCABULARY TEST - UNIT 2 and 3
LEVEL 16 - FREE REIN

DIRECTIONS: Fill in the oval in front of the correct answer for the underlined word.

1. A biplane has

0 jet engines   0 no engines

0 two sets of wings   0 two tails

2. A mechanic works with

0 medicine   0 machines   0 animals   0 people

3. A vacuum will

0 push out air   0 supply air

0 heat air   0 pull in air

4. Oxygen is necessary for

0 building   0 life   0 light   0 motion

5. There would not be good visibility on a

0 foggy night   0 clear day

0 high bridge   0 windy day

6. A line drawn horizontally is the opposite of one

0 vertically   0 parallel   0 across   0 straight

7. Aviation has to do with

0 birds   0 planes   0 newspapers   0 air conditioning

8. Coarse hair is the opposite of hair that is

0 long   0 short   0 fine   0 heavy

VOCABULARY TEST - UNIT 2 and 3
LEVEL 16 - FREE REIN

9. The fiercest animal would be the

0 most deadly 0 most gentle 0 fastest 0 biggest

10. Extinction of a group means it is

0 important 0 saved 0 destroyed 0 weakened

11. You would want to get an estimate before you

0 ordered a hambuger 0 had your car fixed
0 visited your grandparents 0 played baseball

12. An abundant food supply means there is

0 plenty of food 0 no food
0 some food 0 just enough food

13. A pair that is of the same species is

0 men and fish 0 dogs and wolves
0 birds and cats 0 bears and snakes

14. A myth is a kind of

0 story 0 fog 0 gas 0 secret

15. Sanctuaries are

0 dangerous places 0 hunting areas
0 swimming areas 0 protected places

VOCABULARY TEST - UNIT 4-5-6
LEVEL 16 - FREE REIN

DIRECTIONS: Fill in the oval in front of the correct answer for the underlined word.

1. Barren land would be

0 fertile   0 unproductive
0 wooded   0 productive

2. Evolve does not mean

0 unfold   0 develop   0 exit   0 grow

3. Who would need a patent?

0 a merchant   0 an amateur
0 an ecologist   0 an inventor

4. To tinker means to

0 try to groom something   0 tickle something
0 recycle something   0 try to fix something

5. Commission does not mean

0 a group of houses   0 a verbal order
0 a written order   0 a group of people

6. The opposite of an amateur is

0 a beginner   0 a professional
0 a high school player   0 a teacher

7. Pneumonia is

0 a lung disease   0 an earache
0 a skin rash   0 poor vision

VOCABULARY TEST - UNITS 4-5-6
LEVEL 16 - FREE REIN

8. Which one could not be a composition?

0 an address   0 a story

0 a musical work   0 a poem

9. Which of these is not pliable?

0 cloth   0 clay   0 rubber   0 rock

10. A solvent will

0 make a mark   0 discharge electricity

0 dissolve grease   0 give grades

11. A monumental task is

0 easy   0 small   0 colorful   0 huge

12. To impress means to

0 begin a project   0 deliver a package

0 have an affect on someone   0 iron out wrinkles

13. Simulate means to

0 pretend   0 protect   0 simplify   0 shackle

14. Which of these is not regal?

0 a lion   0 a king   0 a lizard   0 a home

15. A ceramic vase is made of

0 mosaics   0 clay   0 scrimshaw   0 silica

VOCABULARY TEST - UNITS 1 and 2
LEVEL 7 - A PLACE FOR ME

DIRECTIONS: Fill in the oval in front of the correct answer for the underlined word.

1. Morning is when you

0 go to sleep   0 get up   0 eat lunch   0 eat dinner

2. You laugh when you

0 see something funny   0 cut your hand

0 fall down   0 read a book

3. If Mother says maybe you can go, you

0 will go   0 can go

0 might go   0 will not go

4. You could find benches in

0 a field   0 a truck   0 water   0 a park

5. Pick the one that is not a place

0 home   0 school   0 bike   0 town

6. A grumpy person

0 is tricky   0 is well liked

0 is happy   0 does not smile

7. To tell is to

0 laugh   0 say   0 cry   0 try

8. Lonely is

0 a way to feel   0 a game to play

0 a flower   0 an animal

VOCABULARY TEST - UNITS 1 and 2
LEVEL 7 - A PLACE FOR ME

9. Gone means to be

0 here 0 sick 0 away 0 sleeping

10. It is not wise to

0 pet your dog 0 go fishing
0 sit on a bench 0 play in the street

11. A thought could be

0 on your feet 0 in your head
0 in your pocket 0 on a flower

12. If you play quietly you

0 make no noise 0 laugh and yell
0 make much noise 0 play a drum

13. Pick the one that does not have a tail

0 chipmunk 0 raccoon 0 earmuffs 0 squirrel

14. Afternoon is

0 at night 0 in the morning
0 on Sunday 0 after lunch

15. Find the one that has wings

0 kitten 0 bird 0 puppy 0 frog

VOCABULARY TEST - UNIT 1
LEVEL 8 - TIME FOR FRIENDS

DIRECTIONS: Fill in the oval in front of the correct answer for the underlined word.

1. To be alone is to be

    0 at a party   0 at home

    0 with a friend   0 by yourself

2. The opposite of opened is

    0 closed   0 walked   0 tried   0 waited

3. Sometimes means

    0 almost never   0 once in a while

    0 always   0 once a week

4. Boys are to girls as brothers are to

    0 men   0 sisters   0 friends   0 women

5. The opposite of forget is

    0 think   0 remember   0 find   0 call

6. To wait is to

    0 say   0 cry   0 try   0 stay

7. Thumbs are found on

    0 toes   0 arms   0 feet   0 hands

8. Vets are to animals as doctors are to

    0 trees   0 monkeys   0 people   0 trucks

9. The opposite of after is

    0 behind   0 next   0 before   0 by

10. Which of these do not grow?

    0 children   0 sticks   0 pets   0 flowers

VOCABULARY TEST - UNIT 2
LEVEL 8 - A TIME FOR FRIENDS

DIRECTIONS: Fill in the oval in front of the correct answer for the underlined word.

1. Which one is not clothes?

0 a brush 0 a sock 0 a coat 0 a pair of pants

2. The opposite of found is

0 wear 0 helped 0 owned 0 lost

3. To wish is to

0 give 0 want 0 care 0 call

4. Puppies are to dogs as kittens are to

0 animals 0 children 0 bears 0 cats

5. In Iowa, winters are

0 hot and sticky 0 dry and windy

0 dry and warm 0 cold and snowy

6. Mark the one you cannot climb

0 ladders 0 stairs 0 streets 0 trees

7. Which of these things is not cold?

0 ice cream 0 a popsicle 0 a fire 0 a snowball

8. When you look in the mirror you see

0 hats 0 yourself 0 your friend 0 nothing

9. When your clothes fit they are

0 just right 0 too big 0 too small 0 loose

10. Dogs bark, birds

0 read 0 sing 0 paint 0 tell

VOCABULARY TEST - UNIT 3
LEVEL 8 - A TIME FOR FRIENDS

DIRECTIONS: Fill in the oval in front of the correct answer for the underlined word.

1. Which of these are not animals?

0 tigers   0 motels   0 kangaroos   0 squirrels

2. The opposite of real is

0 fake   0 true   0 lost   0 know

3. Long is to short as light is to

0 sunny   0 yellow   0 dark   0 night

4. A forest is made of

0 trees   0 houses   0 farms   0 animals

5. A cherry is a kind of

0 vegetable   0 candy   0 nut   0 fruit

6. A clock shows

0 the weather   0 numbers   0 the time   0 a picture

7. Which of these would you not take on a camping trip?

0 a tent   0 your bedroom

0 sleeping bags   0 a flashlight

8. If you lend a hand you

0 help   0 mix   0 try   0 hurt

9. Camels can be seen

0 at the zoo   0 in the sea   0 in space   0 on a farm

10. The opposite of never is

0 sometimes   0 always   0 often   0 soon

VOCABULARY - UNIT 1
LEVEL 9 - PEOPLE NEED PEOPLE

DIRECTIONS: Fill in the oval in front of the correct answer for the underlined word.

1. If something is under the table it is:

0 beside it   0 near it   0 below it   0 over it

2. The opposite of before is

0 ahead   0 in front of   0 next   0 after

3. A child is

0 a young person   0 a girl

0 a man   0 a woman

4. A stone is

0 a singing group   0 a small rock

0 a song   0 a tool

5. An animal that is not fast is

0 a horse   0 a turtle   0 a lion   0 a dog

6. A pond is

0 a river   0 an ocean   0 a small lake   0 a stream

7. An idea is

0 a person   0 an animal   0 a book   0 a thought

8. Mother is to daughter as father is to

0 son   0 wife   0 man   0 boy

9. If you harvest corn you

0 farm it   0 pick it   0 eat it   0 grow it

10. Fall is another name for

0 summer   0 autumn   0 forest   0 air

VOCABULARY TEST - UNIT 2
LEVEL 9 - PEOPLE NEED PEOPLE

DIRECTIONS: Fill in the oval in front of the correct answer for the underlined word.

1. If you are afraid you are

0 happy 0 scared 0 sad 0 angry

2. The opposite of always is

0 sometimes 0 often 0 maybe 0 never

3. Someone who is famous is

0 well-known 0 hated 0 unknown 0 small

4. If you take out the garbage you take out the

0 dog 0 newspaper 0 mail 0 trash

5. A dinosaur's skeleton is its

0 bones 0 body 0 skin 0 blood

6. If you are not asleep you are

0 eating 0 awake 0 playing 0 working

7. A scientist is someone who knows about

0 airplanes 0 signs 0 science 0 shoes

8. If you are talking you are

0 eating 0 laughing 0 working 0 speaking

9. The opposite of wrong is

0 left 0 bad 0 correct 0 mistake

10. A giant is

0 a person 0 a very large person

0 a large ant 0 a giraffe

VOCABULARY TEST - UNIT 3
LEVEL 9 - PEOPLE NEED PEOPLE

DIRECTIONS: Fill in the oval in front of the correct answer for the underlined word.

1. Once a day means

0 at no time   0 one time   0 many times   0 a few times

2. If something is stolen it

0 is safe   0 has been given

0 has been used   0 has been taken

3. The opposite of an enemy is

0 a friend   0 a person   0 a thief   0 a country

4. Which of these is not a type of bread?

0 wheat   0 rye   0 French   0 butter

5. If something is nearby it is

0 inside   0 lost   0 close   0 far away

6. The opposite of tight is

0 loose   0 firm   0 snug   0 taut

7. To be behind the chair is to be

0 in front of the chair   0 in back of the chair

0 on the chair   0 next to the chair

8. The worth of a ring is its

0 color   0 shape   0 size   0 value

9. The opposite of pull is

0 tug   0 push   0 yank   0 stretch

10. He started painting means he

0 finished   0 missed   0 enjoyed   0 began

VOCABULARY - UNIT 4
LEVEL 9 - PEOPLE NEED PEOPLE

DIRECTIONS: Fill in the oval in front of the correct answer for the underlined word.

1. To not remember is to

0 forget   0 remain   0 think   0 recall

2. Ants are

0 older people   0 wingless insects

0 lizards   0 kinds of spiders

3. I felt the flower means

0 smelled   0 heard   0 touched   0 saw

4. You would not expect a friendly person to

0 smile   0 help you   0 hit you   0 speak to you

5. To watch is to

0 wish   0 run   0 wind   0 see

6. If you yelled you would

0 shout   0 whisper   0 smile   0 yawn

7. The opposite of an answer is

0 a reply   0 a question   0 right   0 wrong

8. The United States is

0 a street   0 a country   0 a state   0 a city

9. A shy person is

0 bashful   0 mean   0 large   0 bad

10. To be quick is to be

0 slow   0 quiet   0 fast   0 free

VOCABULARY TEST - UNIT 1
LEVEL 10 - WAY OF THE WORLD

DIRECTIONS: Fill in the oval in front of the correct answer for the underlined word.

1. Bird's feathers are like an animal's

0 skin   0 fur   0 tail   0 paws

2. Brighter is

0 duller   0 weaker   0 darker   0 shinier

3. Ruined means

0 wrecked   0 healthy   0 used   0 fixed

4. Which of these is not a sound

0 a squeal   0 a footprint   0 a whistle   0 a growl

5. A whole apple is

0 all   0 part   0 some   0 a bite

6. A spear is most like a

0 pencil   0 a knife   0 a tire   0 a gun

7. To be elected is to be

0 hurt   0 chosen   0 fixed   0 missed

8. Groceries are

0 papers   0 toys   0 boxes   0 food

9. The job of a waiter is to

0 sweep floors   0 cook food

0 buy groceries   0 serve meals

10. Tomorrow comes

0 after today   0 before today   0 today   0 yesterday

VOCABULARY - UNIT 2
LEVEL 10 - THE WAY OF THE WORLD

DIRECTIONS: Fill in the oval in front of the correct answer for the underlined word.

1. Many means

   0 few 0 several 0 coins 0 more

2. Above is the opposite of

   0 up 0 over 0 next 0 below

3. An ocean is most like a

   0 pond 0 sea 0 lake 0 river

4. The earth is

   0 a city 0 a state 0 a country 0 a planet

5. He threw means he

   0 lost 0 gave 0 tossed 0 saved

6. Since he is sick means

   0 because 0 when 0 now 0 perhaps

7. In a museum you would not expect

   0 an airplane 0 a car 0 a live animal 0 a gun

8. A collection of something would have

   0 many 0 none 0 one 0 two

9. A wide street is the opposite of one that is

   0 narrow 0 large 0 big 0 far

10. If you pretend you

    0 worry 0 tease 0 remember 0 make-believe

VOCABULARY - UNIT 3
LEVEL 10 - THE WAY OF THE WORLD

DIRECTIONS: Fill in the oval in front of the correct answer for the underlined word.

1. To keep a pencil handy means it's

0 close 0 unused 0 sharp 0 hidden

2. A swamp is

0 flat and sandy 0 cold and icy

0 dry and dusty 0 wet and soft

3. The opposite of believe is

0 understand 0 doubt 0 trust 0 accept

4. Which of these is not a contest?

0 a football game 0 a tennis match

0 a spelling bee 0 a bike ride

5. A hurricane is not like a

0 thunderstorm 0 earthquake 0 cyclone 0 tornado

6. The wild elephant charged the crowd means

0 it walked into 0 it watched

0 it attacked 0 it changed

7. A lodge is a kind of

0 tree 0 airplane 0 library 0 hotel

8. Which of these could not be waterproof?

0 a leaky roof 0 a raincoat 0 a basement 0 a watch

9. If something is distant it is

0 near 0 close 0 far away 0 next door

10. The opposite of hollow is

0 solid 0 empty 0 half full 0 vacant

VOCABULARY TEST - UNITS 1 and 2
LEVEL 11 - NEVER GIVE UP

DIRECTIONS: Fill in the oval in front of the correct answer for the underlined word.

1. Afford means you are able to

0 save 0 keep 0 buy 0 sell

2. You would feel jealous if

0 you went on a picnic 0 you bought a book

0 your brother got a nicer gift 0 you did a good job

3. Whisper means to

0 speak clearly 0 talk softly

0 shout 0 tell

4. You would put a frame around

0 an envelope 0 a table

0 a dress 0 a painting

5. If something happens suddenly, it happens

0 every day 0 never 0 right now 0 tomorrow

6. Your work is finished means

0 not started 0 destroyed 0 planned 0 completed

7. A thoughtful person is a person who

0 cares 0 fights 0 lies 0 cheats

8. The opposite of graceful is

0 practical 0 beautiful 0 clumsy 0 joyful

9. The opposite of excited is

0 happy 0 calm 0 noisy 0 angry

10. To starve means to not have

0 enough food 0 enough water

0 clean air 0 clothes

11. Which of these is precious?

0 paper 0 diamonds 0 rocks 0 wood

12. Curious means

0 new 0 bright 0 clever 0 odd

13. Robin is to bird as flea is to

0 fish 0 fly 0 insect 0 scratch

14. Aluminum is a

0 cloth 0 metal 0 cereal 0 building

15. The opposite of awful is

0 wonderful 0 horrible 0 thoughtful 0 terrible

VOCABULARY TEST - UNITS 3 and 4
LEVEL 11 - NEVER GIVE UP

DIRECTIONS: Fill in the oval in front of the correct answer for the underlined word.

1. Bob is a brain means Bob is

0 smart   0 strong   0 slow   0 dull

2. An auction is a kind of

0 shop   0 exhibit   0 museum   0 sale

3. A disappointed child would be

0 pleased   0 dangerous   0 unhappy   0 thankful

4. A director is a

0 friend   0 boss   0 direction   0 place

5. Which of the following has scales?

0 a bird   0 a bear   0 a dog   0 a dragon

6. Drill means the same as

0 practice   0 lift   0 guard   0 solve

7. Which one is not an instrument?

0 a flute   0 a piano   0 a medal   0 a clarinet

8. A vintage car is

0 valuable   0 worthless   0 repaired   0 new

9. An attic can be found

0 on a dog   0 in the basement

0 in a house   0 in an automobile

VOCABULARY TEST - UNITS 3 and 4
LEVEL 11 - NEVER GIVE UP

10. Which of these is not a record?

0 a report card   0 a music album
0 a diary   0 a restaurant

11. "Practice makes perfect" means you should

0 give up   0 keep trying   0 go away   0 have fun

12. A custom is a

0 tradition   0 cushion   0 tribe   0 customer

13. If a person has wealth he has

0 packages   0 rags   0 meetings   0 riches

14. To honor someone is to

0 to call them   0 think well of them
0 hunt with them   0 ask them

15. John pestered me means he

0 drew a picture of me   0 bothered me
0 looked at me   0 thanked me

VOCABULARY TEST - UNIT 1
LEVEL 12 - SPECIAL HAPPENINGS

DIRECTIONS: Fill in the oval in front of the correct answer for the underlined word.

1. The opposite of polite is

    0 thoughtful   0 clumsy   0 rude   0 pleasant

2. You would not squeeze

    0 a banana   0 a tube   0 an orange   0 a lemon

3. A main street is

    0 a wide street   0 a narrow street

    0 a side street   0 an important street

4. If you do a favor you

    0 push someone down   0 give someone a ride

    0 eat supper   0 win a prize

5. You would need supplies if you were

    0 going on a camping trip   0 taking a nap

    0 going shopping   0 taking a walk

6. Oxygen is necessary for

    0 building   0 life   0 light   0 motion

7. You would usually find suspense in

    0 a joke book   0 poetry

    0 a biography   0 a mystery

8. The opposite of arrived is

    0 departed   0 delayed   0 came   0 stayed

VOCABULARY TEST - UNIT 1
LEVEL 12 - SPECIAL HAPPENINGS

9. The present is

0 yesterday   0 the future   0 right now   0 later

10. Nature has nothing to do with

0 mountains and valleys   0 war and peace

0 plants and flowers   0 people and animals

11. National news is about

0 The United States   0 a state

0 a city   0 a neighborhood

12. Which of these does not have to do with government?

0 law   0 president   0 mayor   0 nature

13. When you imagine something you

0 think about it   0 want it

0 eat it   0 write about it

14. A harbor is a place for

0 planes   0 trains   0 ships   0 buses

15. To model an item is to

0 buy it   0 match it   0 sell it   0 show it

VOCABULARY TEST - UNIT 2
LEVEL 12 - SPECIAL HAPPENINGS

DIRECTIONS: Fill in the oval in front of the correct answer for the underlined word.

1. Sneaky is

0 something to wear   0 a way to act

0 something to eat   0 a kind of snake

2. If a story is renamed it is

0 made longer   0 written again

0 made shorter   0 given a new title

3. A clever fox would not be

0 cunning   0 smart   0 dull   0 alert

4. The word splendid would probably not be used when speaking of

0 art   0 music   0 prison   0 buildings

5. One who works with magical things is

0 an actor   0 a wizard

0 a photographer   0 a writer

6. To design a picture is to

0 draw it   0 frame it   0 hang it   0 desire it

7. A magnificent animal is the

0 hyena   0 squirrel   0 elephant   0 rat

8. At a celebration people are usually

0 bored   0 unfriendly   0 fierce   0 merry

VOCABULARY TEST - Unit 2
LEVEL 12 - SPECIAL HAPPENINGS

9. Actor is to player as manager is to

0 baseball   0 boss   0 team   0 man

10. Cities are to towns as countries are to

0 planets   0 deserts   0 nations   0 farms

11. A steep hill would be

0 lovely to look at   0 easy to climb

0 ugly   0 hard to climb

12. You might feel breathless after you

0 ran a race   0 read a book

0 watched T.V.   0 ate a pizza

13. King is to ruler as procession is to

0 problem   0 process   0 parade   0 puzzle

14. A feast is a kind of

0 game   0 bank   0 band   0 banquet

15. "Suppose you lived in pilgrim times," means

0 talk about it   0 imagine it

0 write about it   0 remember it

VOCABULARY TEST - UNIT 3
LEVEL 12 - SPECIAL HAPPENINGS

DIRECTIONS: Fill in the oval in front of the correct answer for the underlined word.

1. The magician made the rabbit disappear means

0 sleep 0 vanish 0 appear 0 disobey

2. A haunted house is

0 cheery 0 scary 0 pleasant 0 clean

3. When you rehearse you

0 practice 0 rejoice 0 yell 0 play

4. The opposite of cheerful is

0 happy 0 excited 0 joyful 0 sad

5. A child with energy is

0 active 0 tired 0 slow 0 sloppy

6. A popular person is

0 quiet 0 unfriendly
0 well liked 0 pompous

7. The results are

0 what might happen 0 what doesn't happen
0 what the reasons are 0 what happens

8. An artist's studio is a place of

0 play 0 work 0 entertainment 0 rest

VOCABULARY TEST - UNIT 3
LEVEL 12 - SPECIAL HAPPENINGS

9. The opposite of successful is

0 winning   0 sailing   0 failing   0 prospering

10. When you are collecting, you are

0 spending   0 wasting   0 scattering   0 gathering

11. An ordinary person is

0 unusual   0 common   0 uncommon   0 rare

12. If something is impossible it

0 will happen   0 does happen

0 may happen   0 cannot happen

13. A person who is hired works

0 for himself   0 for nothing

0 for his health   0 for others

14. Bored is the opposite of

0 interested   0 passive   0 board   0 peaceful

15. Performers could be found in

0 a garage   0 a jungle   0 a kitchen   0 a circus

VOCABULARY TEST - UNIT 4
LEVEL 12 - SPECIAL HAPPENINGS

DIRECTIONS: Fill in the oval in front of the correct answer for the underlined word.

1. The foundation is the base of a

0 tree   0 house   0 tent   0 plant

2. Frail is the opposite of

0 delicate   0 weak   0 fragile   0 strong

3. A deadly weapon can

0 save life   0 cause death

0 prolong life   0 give life

4. Hero is the opposite of

0 brave   0 courageous   0 coward   0 bold

5. Out of a faucet, you can get

0 pop   0 coffee   0 tea   0 water

6. A regular time would be

0 sometimes   0 a normal time

0 never   0 an unusual time

7. Thrashing is the opposite of

0 sitting quietly   0 throwing

0 hitting   0 tumbling down

8. You squint with your

0 ears   0 throat   0 feet   0 eyes

VOCABULARY TEST - UNIT 4
LEVEL 12 - SPECIAL HAPPENINGS

DIRECTIONS: Fill in the oval in front of the correct answer for the underlined word.

1. The foundation is the base of a

0 tree 0 house 0 tent 0 plant

2. Frail is the opposite of

0 delicate 0 weak 0 fragile 0 strong

3. A deadly weapon can

0 save life 0 cause death
0 prolong life 0 give life

4. Hero is the opposite of

0 brave 0 courageous 0 coward 0 bold

5. Out of a faucet, you can get

0 pop 0 coffee 0 tea 0 water

6. A regular time would be

0 sometimes 0 a normal time
0 never 0 an unusual time

7. Thrashing is the opposite of

0 sitting quietly 0 throwing
0 hitting 0 tumbling down

8. You squint with your

0 ears 0 throat 0 feet 0 eyes

VOCABULARY TEST - UNIT 4
LEVEL 12 - SPECIAL HAPPENINGS

9. A caravan is a group of

0 camels   0 trees   0 fish   0 geese

10. To rummage means to

0 dance   0 play   0 search   0 run

11. A privilege is

0 a special person   0 a special right

0 a special dessert   0 a special day

12. Respect is the same as

0 dislike   0 value   0 destroy   0 respond

13. Scene does not mean

0 view   0 act   0 seen   0 setting

14. To guide is to

0 show the way   0 guess

0 mislead   0 forget

15. Shrinking means

0 expanding   0 to become larger

0 stretching   0 to become smaller

VOCABULARY TEST - UNIT 1
LEVEL 13 - TIME TO WONDER

DIRECTIONS: Fill in the oval in front of the correct answer for the underlined word.

1. In a history book you would read about

0 the present 0 the past

0 a religion 0 the future

2. Which of these does not mean petrified?

0 hardened 0 turned to stone

0 stiff with fright 0 scorched

3. Another word for boasted is

0 bragged 0 praised 0 toasted 0 begged

4. If you have a suspicion about someone you

0 want him to do it 0 know he did it

0 doubt he did it 0 think he did it

5. Rumor means the same as

0 belief 0 fact 0 gossip 0 rooms

6. Jealousy is a

0 person 0 feeling 0 food 0 diamond

7. If someone pleads guilty he is

0 innocent 0 alive 0 free 0 at fault

8. An average day is

0 a sunny day 0 a usual day

0 a boring day 0 a tiring day

VOCABULARY TEST - UNIT 1
LEVEL 13 - TIME TO WONDER

9. An embarrassed person would

0 blush　　0 giggle

0 hide his face　　0 not want an audience

10. When there is confusion people

0 are calm　　0 are happy

0 are mixed up　　0 are sleepy

11. A quarrel is

0 a rock quarry　　0 a liquid measure

0 a discussion　　0 a heated argument

12. A decade is to 10 years, as a century is to ______ years

0 100　　0 50　　0 1000　　0 200

13. If you prefer something you like it

0 the best　　0 the least　　0 the same　　0 once in a while

14. An inspector would

0 examine something　　0 design something

0 lead something　　0 plan something

15. The ingredients of the cake are the

0 texture　　0 parts　　0 whole　　0 flavor

VOCABULARY TEST - UNIT 2
LEVEL 13- TIME TO WONDER

DIRECTIONS: Fill in the oval in front of the correct answer for the underlined word.

The opposite of vivid is

0 flat   0 strong   0 bright   0 dull

2. To progress is to

0 reverse   0 decline   0 advance   0 provide

3. Which of these is a frontier?

0 an apartment   0 a city

0 back country   0 a farm

4. The source of a river is its

0 banks   0 beginning   0 water   0 end

5. If you refrain from eating you

0 eat   0 do not eat

0 are sick   0 hate food

6. If you are accurate in your work you are

0 careless   0 neat   0 exact   0 messy

7. An amiable person is

0 mean   0 bashful   0 stubborn   0 friendly

8. The bewildered deer ran across the road means

0 pretty   0 confused   0 wild   0 large

9. A miraculous cure is a

0 disease   0 vaccine   0 miracle   0 mystery

VOCABULARY TEST - UNIT 2
LEVEL 13 - TIME TO WONDER

10. If you have a lot of patience you are

0 persistent
0 excitable
0 understanding
0 irritable

11. To exercise vigorously means to

0 do a little exercise
0 exercise actively
0 exercise every day
0 exercise once a week

12. If you show astonishment you show

0 discouragement
0 entertainment
0 embarrassment
0 amazement

13. Which of these is not a handicap?

0 blindness
0 confinement to a wheelchair
0 a bruise
0 deafness

14. If you complain about a product you are

0 complimentary
0 dissatisfied
0 confused
0 satisfied

15. Quarrel is to argument as sympathy is to

0 pity
0 happiness
0 jealousy
0 miserable

VOCABULARY TEST - UNIT 3
LEVEL 13 - TIME TO WONDER

DIRECTIONS: Fill in the oval in front of the correct answer for the underlined word.

1. A centipede has

   0 eight legs 0 a hundred legs

   0 a few legs 0 a pair of legs

2. Colossal means

   0 closed 0 open 0 tiny 0 huge

3. You would probably feel famished if you

   0 missed many meals 0 missed breakfast

   0 missed breakfast and lunch 0 went to bed without dinner

4. To shrivel means to

   0 shrink 0 shrill 0 shrug 0 shred

5. A pathetic sight is

   0 delightful 0 wonderful 0 pitiful 0 sinful

6. The opposite of destruction is

   0 construction - destroying 0 instruction 0 wreckage

7. A movie about a disaster might be about

   0 a thunderstorm 0 claustrophobia

   0 an earthquake 0 a calculation

8. A detested creature would be

   0 the ant 0 the cockroach

   0 the monkey 0 the cricket

VOCABULARY TEST - UNIT 3
LEVEL 13 - TIME TO WONDER

9. The opposite of exterior is

0 interior 0 inferior 0 superior 0 extra

10. An ancestor is a kind of

0 inventor 0 meteor 0 relative 0 entertainer

11. You might be indignant if someone

0 called you a name 0 told a joke

0 wore crimson 0 used a sponge

12. Personality has to do with a person's

0 looks 0 behavior 0 intelligence 0 clothes

13. Encouragement means to

0 complain 0 confuse 0 embarrass 0 support

14. Hesitation is

0 admiration 0 a pause 0 to proceed 0 to help

15. Something luminous

0 leaks 0 grows 0 hurts 0 glows

VOCABULARY TEST - UNIT 4
LEVEL 13 - TIME TO WONDER

DIRECTIONS: Fill in the oval in front of the correct answer for the underlined word.

1. You might show endurance in a race if you

0 began   0 stayed to the end

0 tried and quit   0 gave up

2. To exaggerate means to

0 add to   0 make smaller

0 examine   0 disagree

3. A metal that is precious is

0 copper   0 steel   0 silver   0 iron

4. Competition involves

0 places   0 people   0 nature   0 medicine

5. A solo flight is flown

0 with another pilot   0 with a crew

0 alone   0 with passengers

6. The opposite of complicated is

0 simple   0 confused   0 difficult   0 unfinished

7. A ceremony is a type of

0 race   0 contest   0 play   0 celebration

8. Most people would think of drudgery as

0 fixing lunch   0 scrubbing a floor

0 changing clothes   0 reading a book

9. The opposite of boredom is

0 happiness   0 jealousy   0 grief   0 interest

10. An abandoned town is

0 small   0 empty   0 busy   0 growing

11. A coward is

0 eager to try   0 honored

0 afraid to try   0 well-liked

12. To volunteer help is to

0 ask for it   0 offer it

0 refuse it   0 take it

13. A merchant is a kind of

0 machine   0 mechanic   0 businessman   0 teacher

14. Your muscles might quiver if you

0 played cards   0 ran a long race

0 took a walk   0 stretched

15. "My heart is throbbing," means

0 it is murmuring   0 it is skipping

0 it is pounding   0 it is stopping

VOCABULARY TEST - UNIT 5
LEVEL 13 - TIME TO WONDER

DIRECTIONS: Fill in the oval in front of the correct answer for the underlined word.

1. Launch means to

○ make a design ○ set in motion

○ complete a job ○ eat at noon

2. The opposite of precaution is

○ recklessness ○ worthlessness

○ carefulness ○ retention

3. A fantasy is

○ non-fiction ○ truth

○ make-believe ○ fact

4. A person who is mourning is

○ feeling sad ○ an early riser

○ feeling happy ○ feeling hungry

5. Ordinary is to strange as obedience is to

○ obey ○ resistance ○ assistance ○ insistence

6. An exhausted person probably

○ has been working very hard ○ has had a long rest

○ likes to watch T.V. ○ is ready for action

7. Wrath means

○ writhe ○ write ○ rage ○ wrong

VOCABULARY TEST - UNIT 5
LEVEL 13 - TIME TO WONDER

8. The word character would not describe

○ an animal in a story
○ a sequence of events
○ a person in a play
○ the nature of a person

9. You would be enchanted if you

○ went for a walk
○ forgot to get up in time for school
○ could meet your favorite T.V. star
○ had the measles

10. The opposite of ashamed is

○ approved ○ prepared ○ frightened ○ proud

11. A scoundrel is a person you would

○ want to know
○ stay away from
○ have lunch with
○ invite for dinner

12. When two people quibble they

○ argue with one another
○ agree with one another
○ play basketball
○ are quiet

13. To gnaw means to

○ swallow ○ drink ○ chew ○ guard

14. Motion is to movement as notion is to

○ mansion ○ portion ○ mistake ○ idea

15. The opposite of fortunate is

○ lucky ○ wealthy ○ unlucky ○ poor

VOCABULARY TEST - UNIT 5
LEVEL 13 - TIME TO WONDER

8. The word character would not describe

0 an animal in a story
0 a sequence of events
0 a person in a play
0 the nature of a person

9. You would be enchanted if you

0 went for a walk
0 forgot to get up in time for school
0 could meet your favorite T.V. star
0 had the measles

10. The opposite of ashamed is

0 approved
0 prepared
0 frightened
0 proud

11. A scoundrel is a person you would

0 want to know
0 stay away from
0 have lunch with
0 invite for dinner

12. When two people quibble they

0 argue with one another
0 agree with one another
0 play basketball
0 are quiet

13. To gnaw means to

0 swallow
0 drink
0 chew
0 guard

14. Motion is to movement as notion is to

0 mansion
0 portion
0 mistake
0 idea

15. The opposite of fortunate is

0 lucky
0 wealthy
0 unlucky
0 poor

VOCABULARY TEST - UNIT 6
LEVEL 13 - TIME TO WONDER

DIRECTIONS: Fill in the oval in front of the correct answer for the underlined word.

1. Annual celebrations happen

0 four times a year   0 twice a year

0 every ten years   0 every year

2. Preparation for a wedding does not require

0 planning   0 eating   0 fixing   0 arranging

3. He had little sensation in his leg means he had

0 full use   0 no use   0 no feeling   0 some feeling

4. A nightmare is a

0 bad dream   0 horse that stays awake

0 nightcrawler   0 pleasant dream

5. Which of these is not a civilian?

0 a veterinarian   0 a custodian

0 a ragamuffin   0 a soldier

6. A person who has a variety of skills has

0 no skills   0 a few skills

0 two skills   0 many skills

7. A numb feeling is

0 a painful feeling   0 no feeling

0 some feeling   0 an itchy feeling

VOCABULARY TEST - UNIT 6
LEVEL 13 - TIME TO WONDER

8. If you retreat you

0 pull back   0 eat again
0 move forward   0 remain in place

9. If you are an apprentice painter you

0 know everything   0 have done it before
0 are learning   0 quit learning

10. Mark the one that can not be a disguise

0 a costume   0 a mask   0 a wig   0 jewelry

11. Which of these is not an expedition?

0 a canoe trip   0 a trip to the doctor
0 a scouting trip   0 a trip to Antarctica

12. Shout is to yell as donate is to

0 receive   0 give   0 take   0 find

13. A specimen is

0 a speech   0 a spice   0 special people   0 a sample

14. The opposite of authentic is

0 real   0 reliable   0 awful   0 false

15. If something is obvious it can not be

0 hidden   0 seen   0 heard   0 understood

WORD ANALYSIS

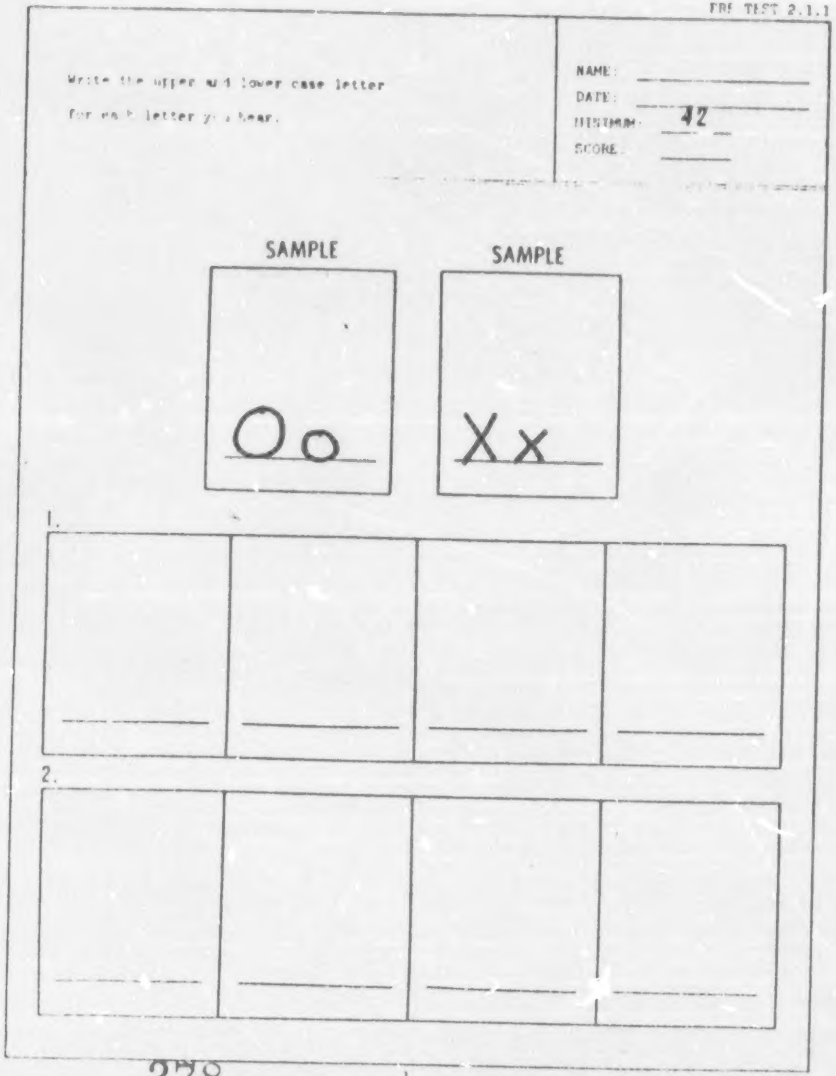
PRE TESTS AND POST TESTS

JUNE 1983

PRE TEST 2.1.1

The learner will recall and write the upper and lower case symbol for each letter of the alphabet. Given 24 letters of the alphabet orally, the learner will write the upper and lower case letter for each.

NOTE: *Teacher should pronounce the letters of the alphabet randomly. No test made. Use student's paper. Do not score as handwriting lesson.*



PRE TEST 2.1.1

Write the upper and lower case letter for each letter you hear.

NAME: ______

DATE: ______

MINIMUM: 42

SCORE: ______

SAMPLE

Oo

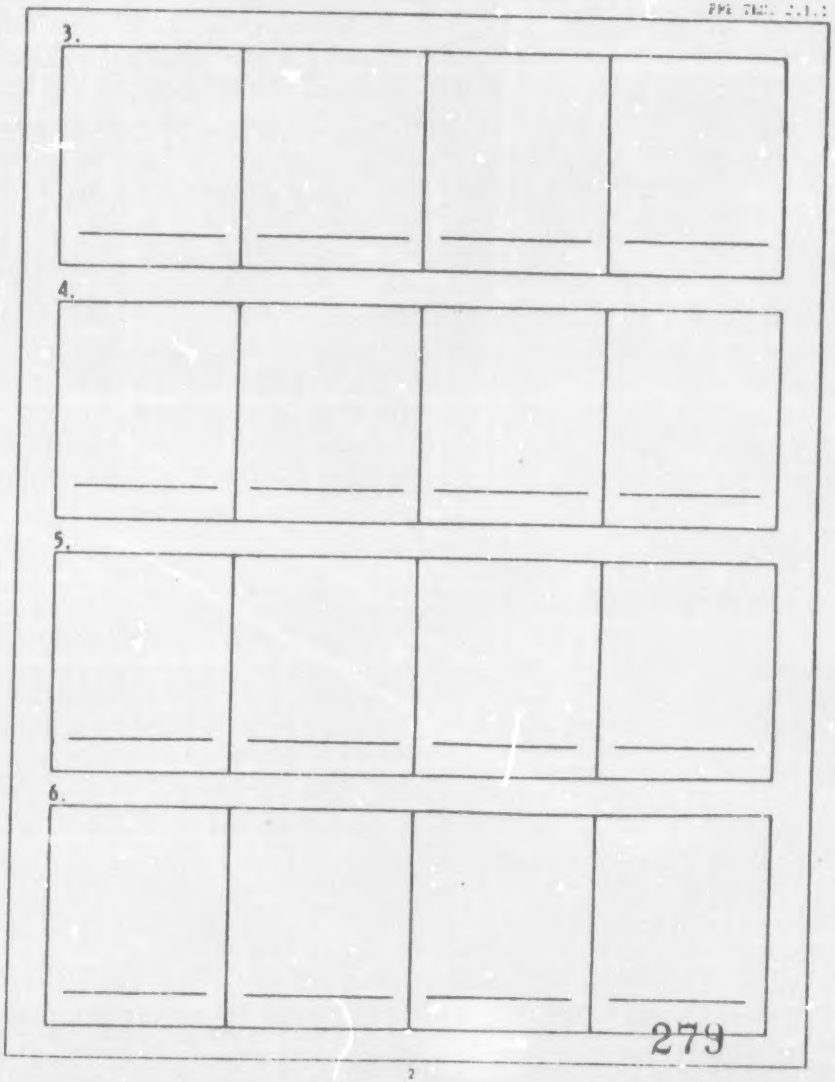
SAMPLE

Xx

1.

2.

1



PRE TEST 2.1.1

3.

4.

5.

6.

2

PRE TEST 2.1.1

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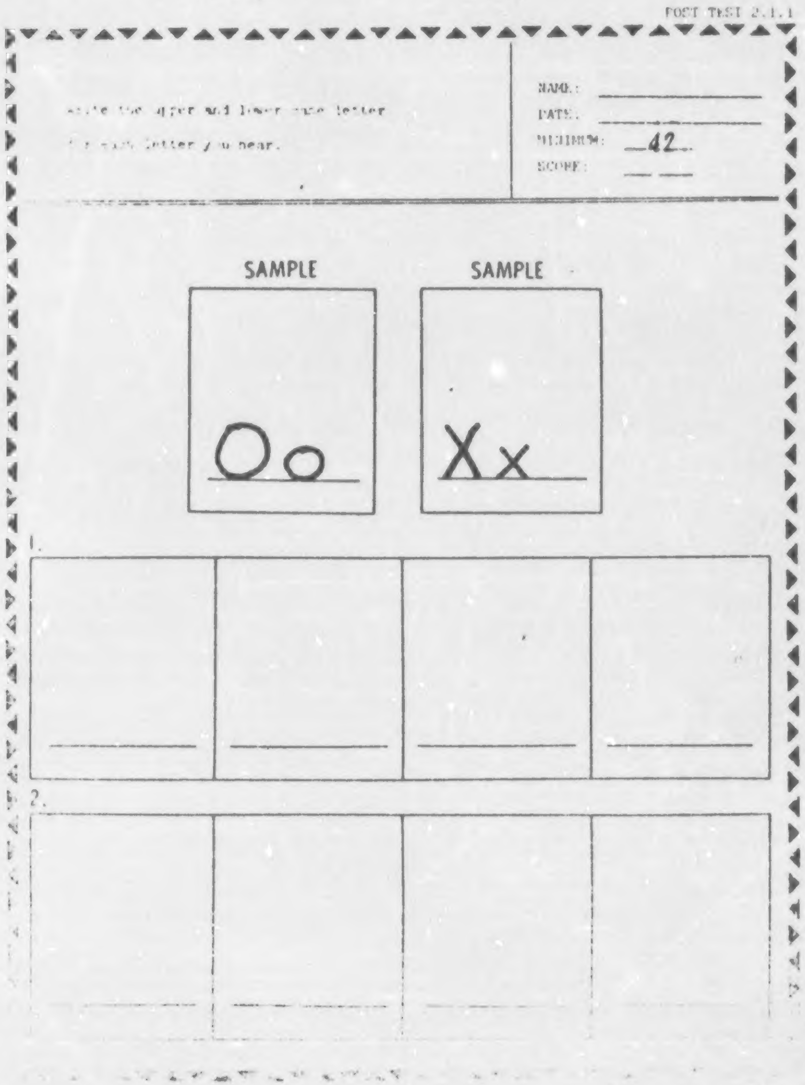


POST TEST 2.1.1

Write the upper and lower case letter for each letter you hear.

NAME: __________
DATE: __________
MINIMUM: 42
SCORE: ___ ___

SAMPLE

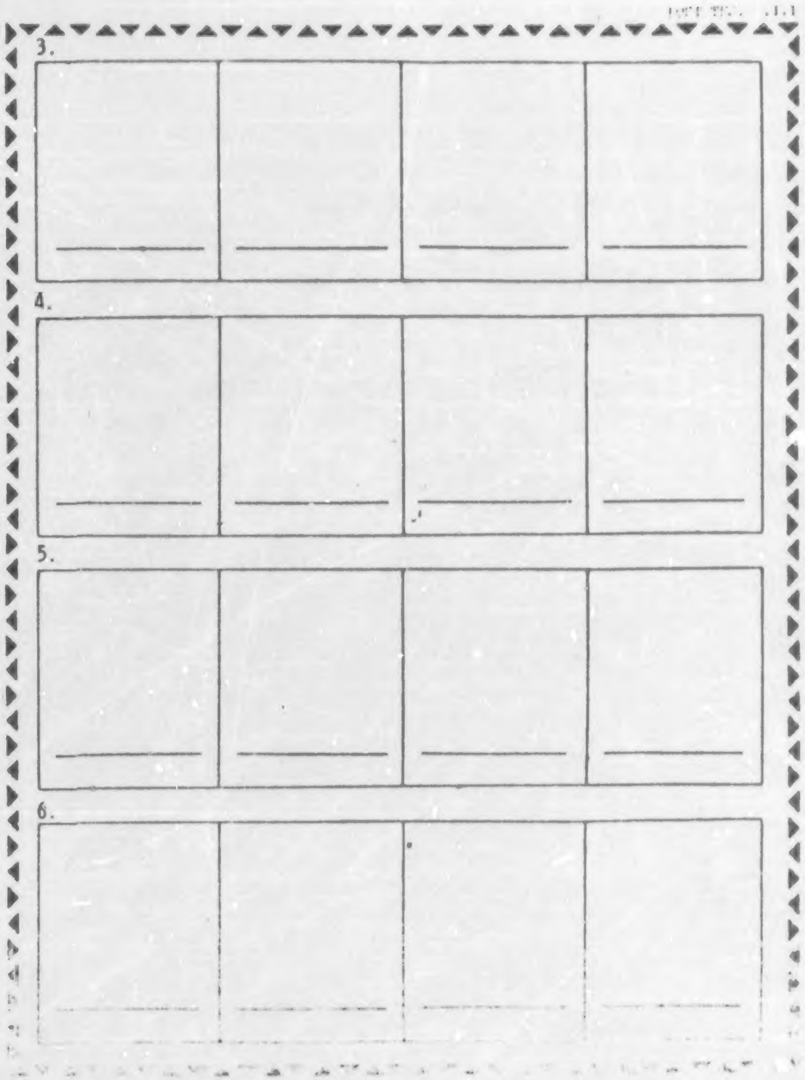
Oo

SAMPLE

Xx

1.

2.



POST TEST 2.1.1

3.

4.

5.

6.

POST TEST 2.1.1

2.1.1a Given the 26 letters of the alphabet in lower case form and in mixed order, the student will name the letters with 100% accuracy.

Student is to give letter names with 100% accuracy

f o q z b n w l u c

g v h t j d m a x

s i b e k y p r d

The learner will discriminate auditorily the rhyming sounds ar, ate, ed, ee, en, and og. Given 6 rows of 4 pictures each, the learner will circle 3 pictures in each row having names that rhyme.

PRE TEST 2.2.1

NOTE: *To make this an auditory test each picture's name should be given orally. This could be presented by use of a tape recorder.*

1. Look at the pictures in each row.
2. Circle the 3 pictures that rhyme.

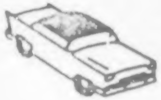
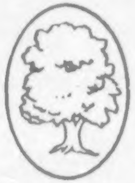
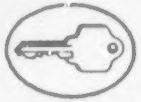
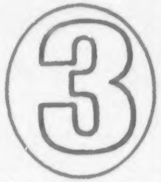
NAME: ____________

DATE: ____________

MINIMUM: 6 correct rows

SCORE: ____________

SAMPLE

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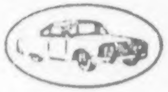
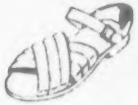
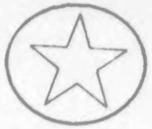
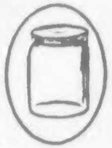

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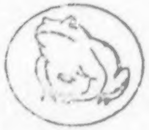
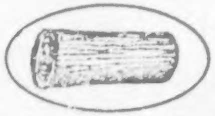
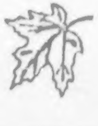
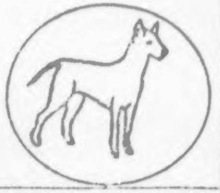

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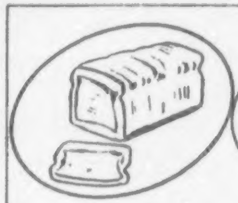
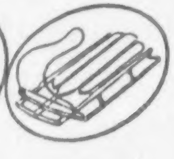
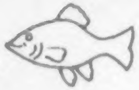
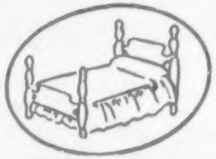

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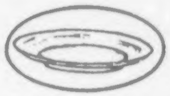
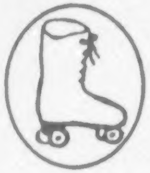
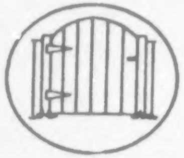
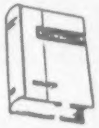

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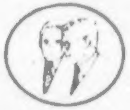
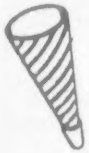
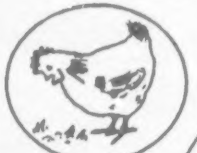
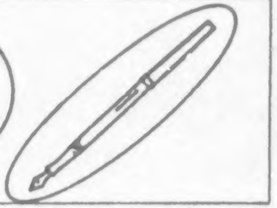

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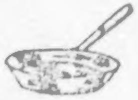
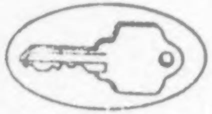
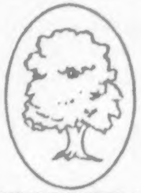
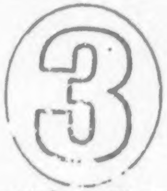





The learner will discriminate auditorily the rhyming sounds __ar__, __ate__, __ed__, __ee__, __en__, and __og__. Given 6 rows of 4 pictures each, the learner will circle 3 pictures in each row having names that rhyme.

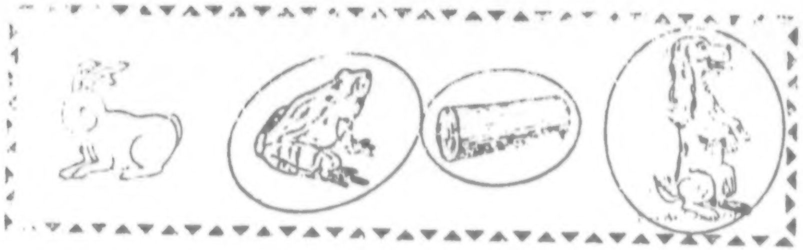
NOTE: *To make this an auditory test each picture's name should be given orally. This could be presented by use of a tape recorder.*

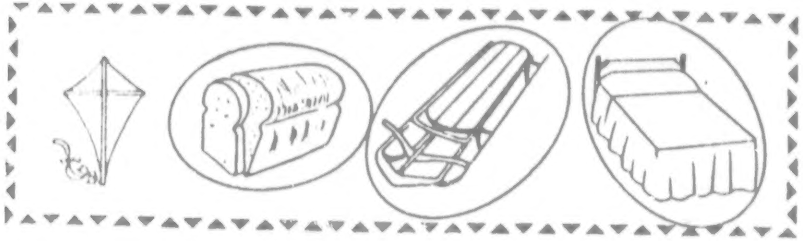
POST TEST 2.2.1

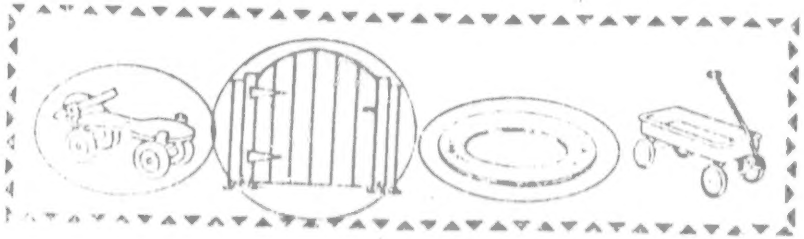
1. Look at the pictures in each row.
2. Circle the 3 pictures that rhyme.

NAME: ____________
DATE: ____________
MINIMUM: 6 correct rows
SCORE: ____________

SAMPLE

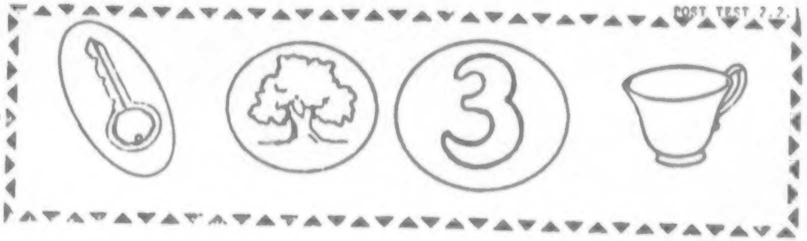






POST TEST 2.2.1

3.



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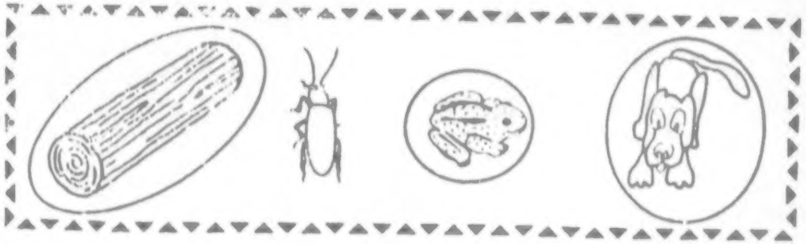
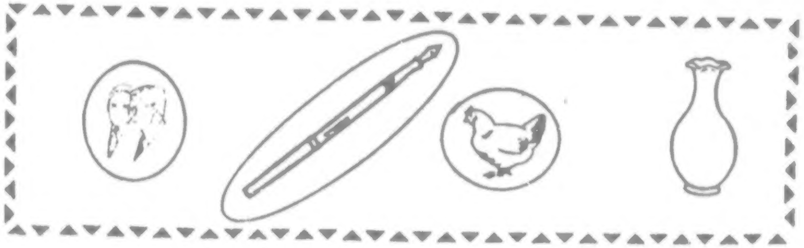


5.



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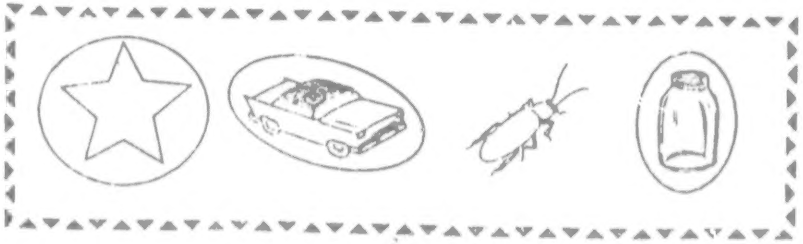
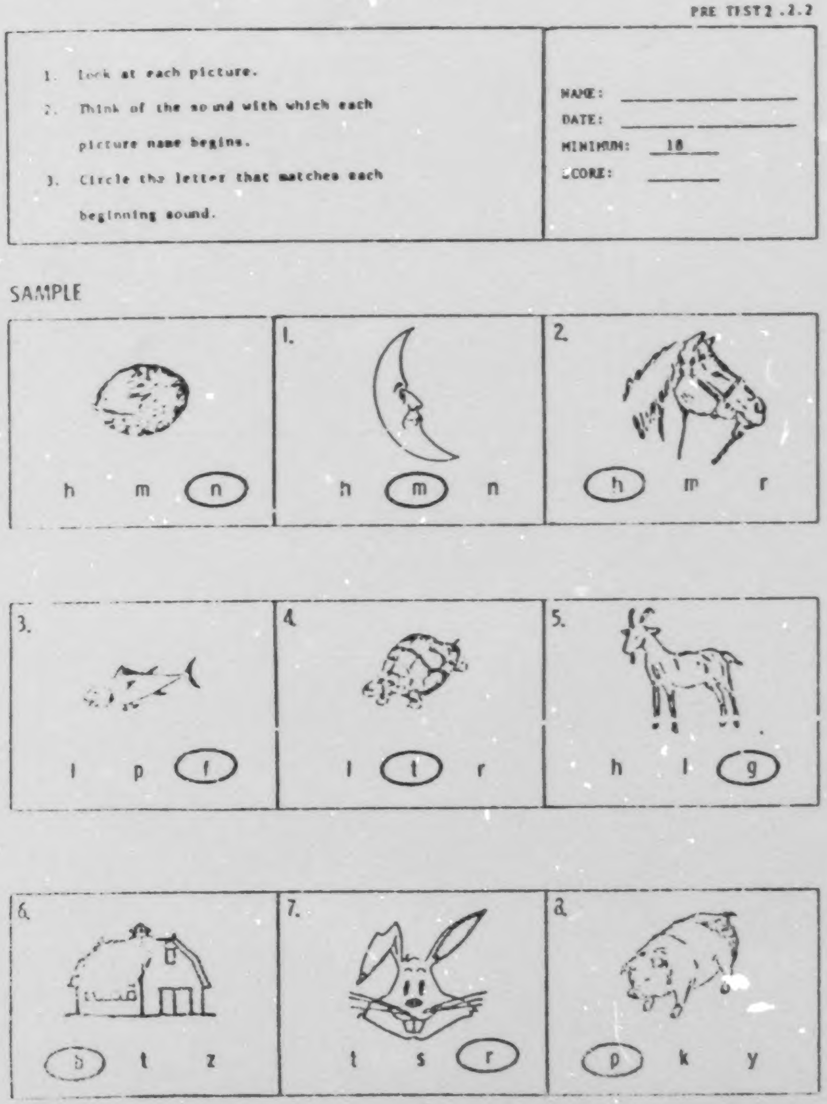


POST TEST 2.2.1

PRE TEST 2.2.2

The learner will identify the initial sounds and letters b, c, d, f, g, h, j, k, l, m, n, p, r, s, t, v, w, y, and z. Given 19 pictures with 3 letters beneath each, the learner will circle the letter with which the name of each picture begins.

NOTE: Teacher may identify unknown pictures.



PRE TEST 2.2.2

1. Look at each picture.
2. Think of the sound with which each picture name begins.
3. Circle the letter that matches each beginning sound.

NAME: ______________

DATE: ______________

MINIMUM: 18

SCORE: ______

SAMPLE

h m [✓ n]

1. h [✓ m] n

2. [✓ h] m r

3. l p [✓ f]

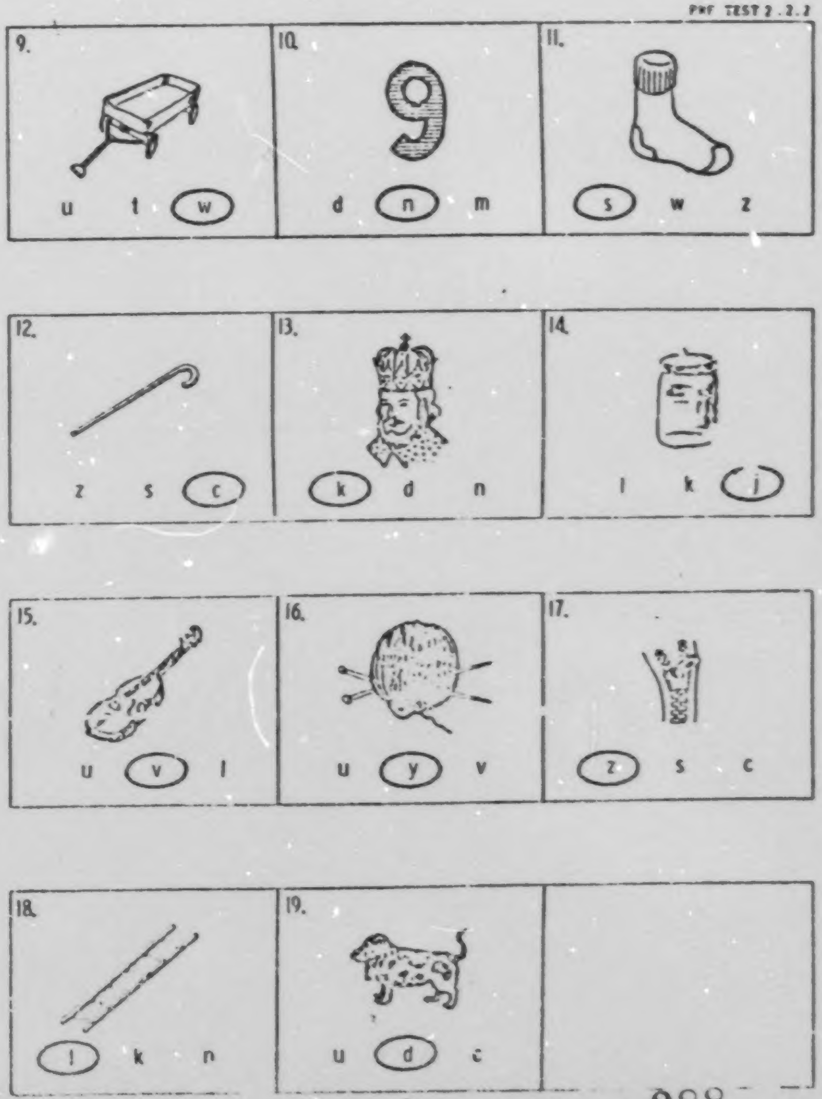
4. l [✓ t] r

5. h l [✓ g]

6. [✓ b] t z

7. t s [✓ r]

8. [✓ p] k y



PRE TEST 2.2.2

9. u t [✓ w]

10. d [✓ n] m

11. [✓ s] w z

12. z s [✓ c]

13. [✓ k] d n

14. l k [✓ j]

15. u [✓ v] l

16. u [✓ y] v

17. [✓ z] s c

18. [✓ l] k n

19. u [✓ d] c

PRE TEST 2.2.2

The learner will identify the initial sounds and letters b, c, d, f, g, h, j, k, l, m, n, p, r, s, t, v, w, y, and z. Given 19 pictures with 3 letters beneath each the learner will circle the letter with which the name of each picture begins.

NOTE: *Teacher may identify unknown pictures.*

POST TEST 2.2.2

1. Look at each picture.
2. Think of the sound with which each picture name begins.
3. Circle the letter that matches each beginning sound.

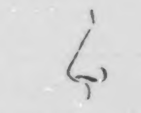
NAME: ____________

DATE: ____________

MINIMUM: __18__

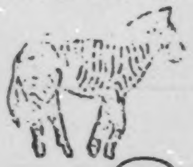
SCORE: ______

SAMPLE



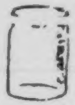
[✓ n] m h

1.



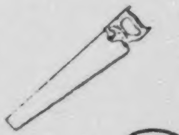
c s [✓ z]

2.



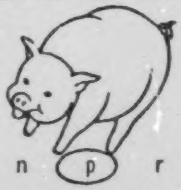
[✓ j] k l

3.



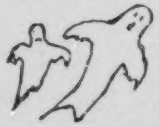
z c [✓ s]

4.



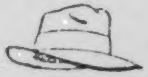
n [✓ p] r

5.



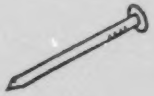
[✓ g] v z

6.



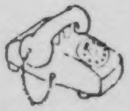
b w [✓ h]

7.



b [✓ n] m

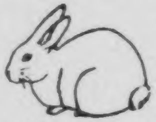
8.



[✓ t] r l

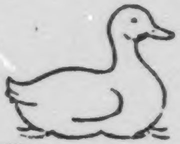
POST TEST 2.2.2

9.



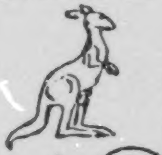
[✓ r] s t

10.



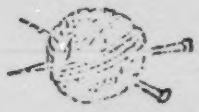
[✓ d] l j

11.



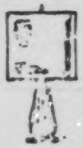
n h [✓ k]

12.



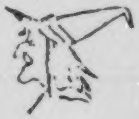
v [✓ y] u

13.



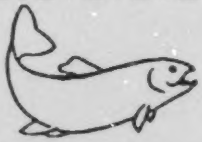
n k [✓ l]

14.



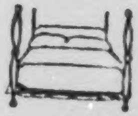
s [✓ w] u

15.



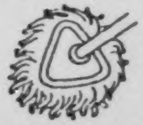
[✓ f] p l

16.



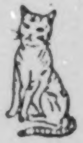
h l [✓ b]

17.



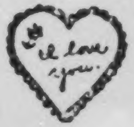
h [✓ m] t

18.



[✓ c] s z

19.



k [✓ v] u

POST TEST 2.2.2

2.2.2a Given the consonant sound for the following letters, the student will be able to write the letters representing the sounds with 100% accuracy: n p t m c (/k/)
h g (/g/) r b f x s l
j d qu k v w y z

Given the sounds, the child gives letter name and then writes the letter with 100% accuracy

n p t m c h g r b

f x s l j d qu k v w
y z

2.2.2b Given a list of 15 letters the student will be able to circle those called vowels with 100 % accuracy.

2.2.2b

Directions: The student will circle the vowels.

b c a d f e x z
i p q u m h o

Teacher: Cut in half - give separately.

2.2.2c Given a list of 15 letters the student will be able to circle those called consonants with 100% accuracy.

Directions: The student will circle the consonants

a d f g u i
z w e t s o
c j k

2.2.2b

Directions: Circle the vowels

b c a d f e x
z i p q u m h o

Cut --

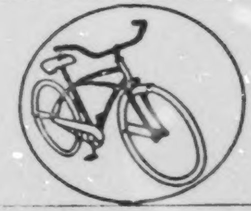
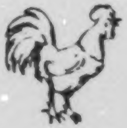
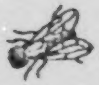
2.2.2c

Directions: Circle the consonants

a d f g u i
z w e t s o
c j k

like

7.

big

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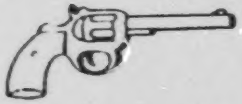
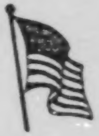
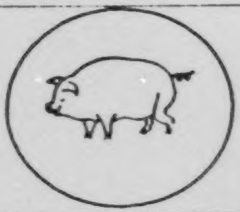

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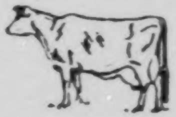
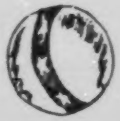
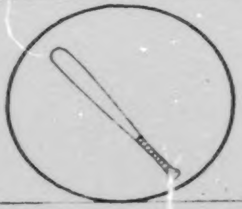
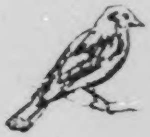
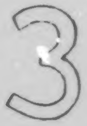
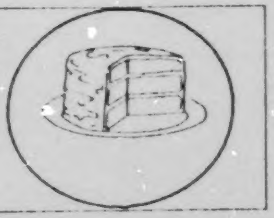




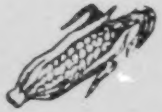
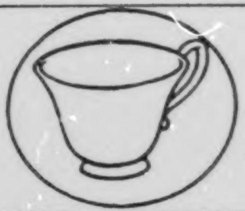
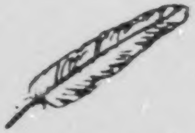
make

10.

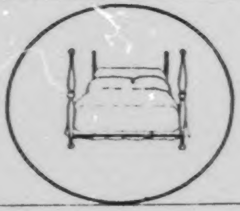
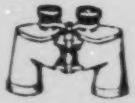
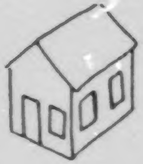
up

11.

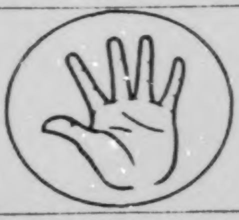
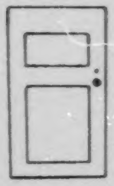
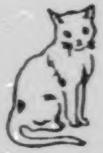
red

12.

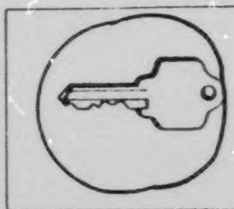
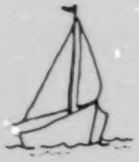
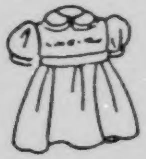
and

13.

see

14.

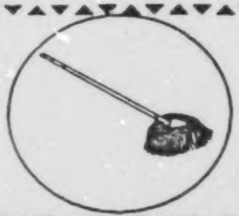
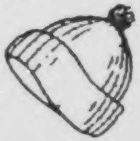
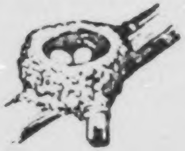




PRE TEST 3.2.1

stop

POST TEST 3.2.1

7.

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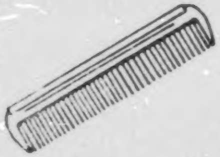
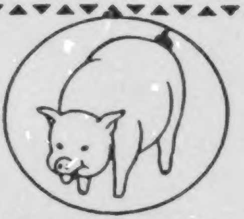
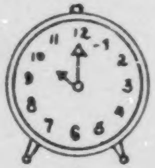
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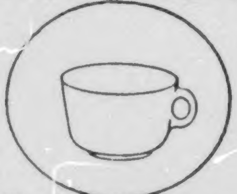
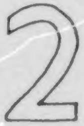
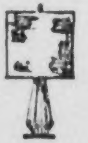
9.

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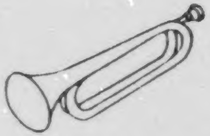
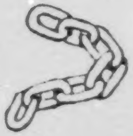
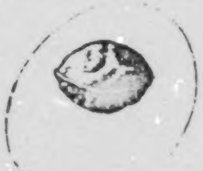
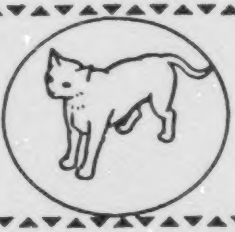
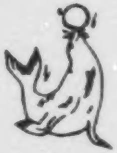
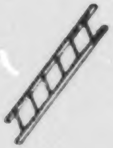




at

POST TEST 3.2.1

11.

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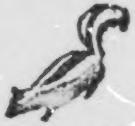
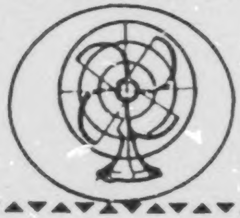
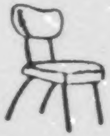
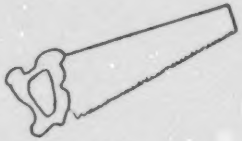
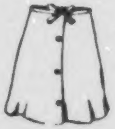
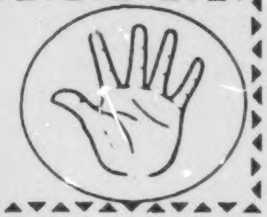




and

13.

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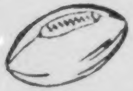
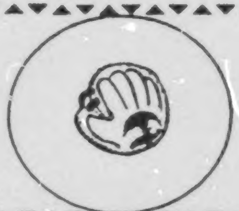
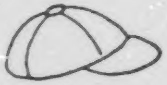
14.

POST TEST 3.2.1

The learner will identify final sounds and letters d, g, k, l, m, n, p, r, s, and t. Given 10 pictures with 4 letters beneath each picture, the learner will circle the letter that represents the final sound of each picture name.

NOTE: *Teacher may identify unknown pictures if requested.*

PRE TEST 3.2.2

1. Look at each picture.
2. Circle the letter that matches each ending sound.

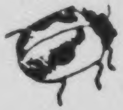
NAME: ____________

DATE: ____________

MINIMUM: 9

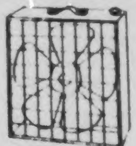
SCORE: ______

SAMPLE



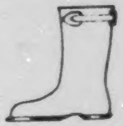
m s p [✓ g]

1.



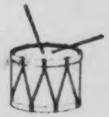
l [✓ n] p t

2.



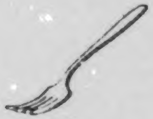
k n s [✓ t]

3.



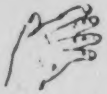
[✓ m] s p g

4.



l [✓ k] b g

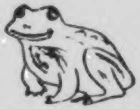
5.



l m [✓ d] w

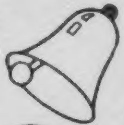
PRE TEST 3.2.2

6.



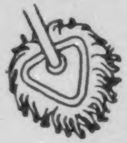
[✓ g] k m z

7.



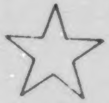
m [✓ l] r s

8.



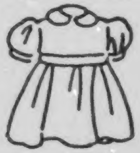
k t s [✓ p]

9.



m d v [✓ r]

10.



[✓ s] m b g

The learner will identify final sounds and letters d, g, k, l, m, n, p, r, s, and t. Given 10 pictures with 4 letters beneath each picture, the learner will circle the letter that represents the final sound of each picture name.

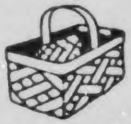
POST TEST 3.2.2

POST TEST 3.2.2

1. Look at each picture.
2. Circle the letter that matches each ending sound.

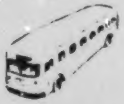
NAME: ____________
DATE: ____________
MINIMUM: 9
SCORE: ______

SAMPLE



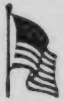
k n s [✓ t]

1.



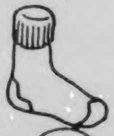
g d m [✓ s]

2.



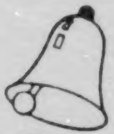
[✓ g] d m z

3.



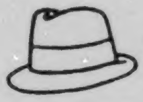
g b [✓ k] l

4.



m [✓ l] r s

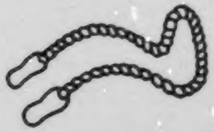
5.



k n s [✓ t]

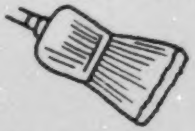
POST TEST 3.2.2

6.



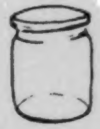
k t m [✓ p]

7.



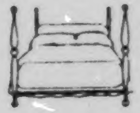
[✓ m] s p g

8.



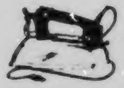
[✓ r] s d m

9.



l m [✓ d] u

10.



h [✓ n] p t

POST TEST 3.2.2

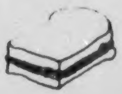
The learner will identify initial sounds using letters b, c, d, f, g, h, j, k, l, m, n, p, r, s, t, v, w, y, and z. Given 19 pictures with incomplete words, the learner will write the initial letter for each word.

NOTE: Teacher may identify unknown pictures if requested.

Look at each picture.
Write the beginning letter
for each picture.

NAME: ____________
DATE: ____________
MINIMUM: 19
SCORE: ________

SAMPLE


s andwich

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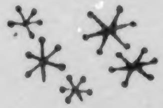
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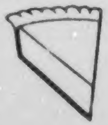
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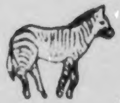
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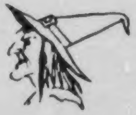
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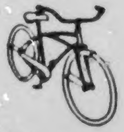
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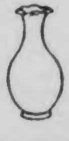
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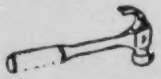
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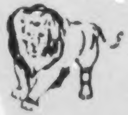
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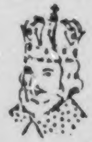
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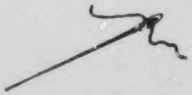
12.

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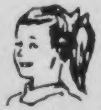
13.

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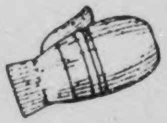
14.

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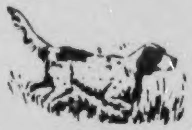
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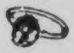
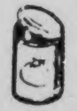
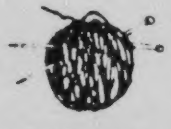
16.

r ing

17.
10
t en

18.

K or c an

19.

y arn

The learner will identify initial sounds using letters b, c, d, f, g, h, j, k, l, m, n, p, r, s, t, v, w, y, and z. Given 19 pictures with incomplete words, the learner will write the initial letter for each word.

POST TEST 3.2.3

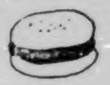
NOTE: *Teacher may identify unknown pictures if requested.*

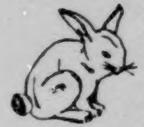
POST TEST 3.2.3

1. Look at each picture.
2. Write the beginning letter for each picture.

NAME: ____________
DATE: ____________
MINIMUM: 19
SCORE: ____________

SAMPLE


h amburger

1.

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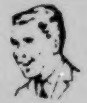
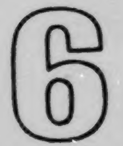
2.

m an

3.

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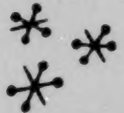
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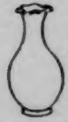
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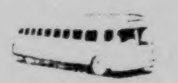
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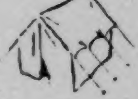
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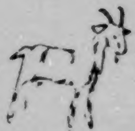
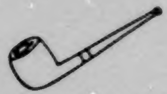

g oat

17

POST TEST 3.2.3

9.

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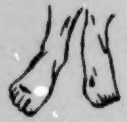
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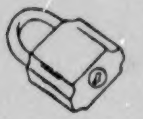
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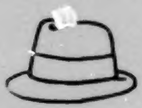
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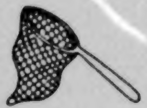
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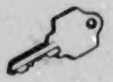
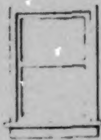

C or K ey

15.

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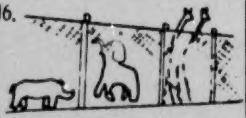
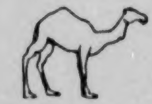

z oo

17.

K or c amel

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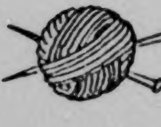
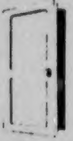

y arn

19.

d oor

POST TEST 3.2.3

The learner will identify final sounds using letters b, d, f, g, k, l, m, n, p, r, s, t, v, and z. Given 20 pictures, the learner will write the letter that represents the final sound of each picture name.

NOTE: *Teacher may identify unknown pictures if requested.*

1. Think of the sound with which each picture name ends.
2. Write the letter that matches each ending sound.

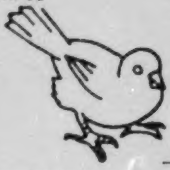
NAME: ____________

DATE: ____________

MINIMUM: 18

SCORE : ______

SAMPLE



d

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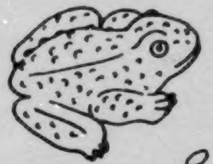

g

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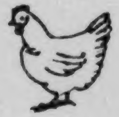
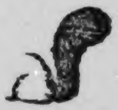


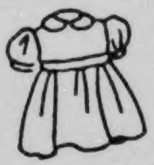
n

3.



l

4.



s

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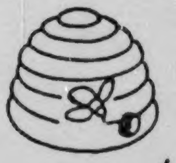
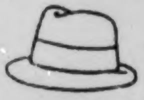


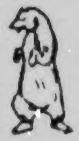
v

6.



t

7.



r

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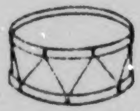
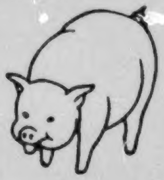


m

9.



g

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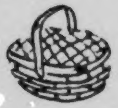

t

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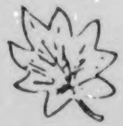
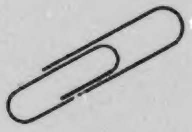


f

12.



p

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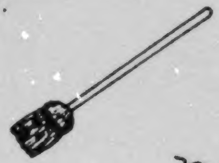
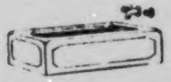


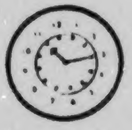
m

14.



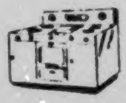
b

15.



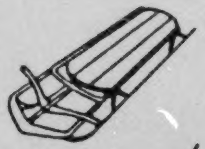
C or k

16.



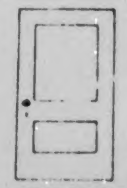
v

17.



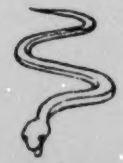
d

18.



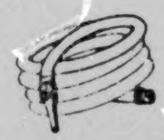
r

19.



k

20.



z

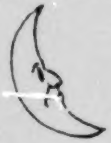
The learner will identify final sounds using letters b, d, f, g, k, l, m, _ p, r, s, t, v, and z. Given 20 pictures, the learner will write the letter that represents the final sound of each picture name.

NOTE: *Teacher may identify unknown pictures if requested.*

1. Think of the sound with which each picture name ends.
2. Write the letter that matches each ending sound.

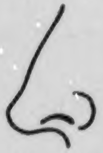
NAME: ________
DATE: ________
MINIMUM: 18
SCORE: ________

SAMPLE



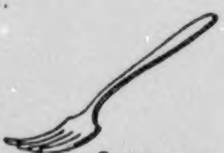
n

1.



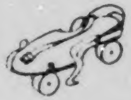
z

2.



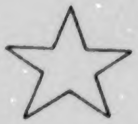
C or k

3.



t

4.



r

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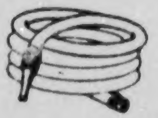
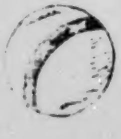


z

6.



l

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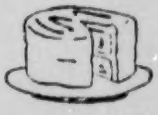
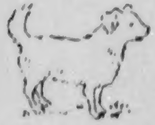


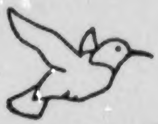
C or k

8.



g

9.



d

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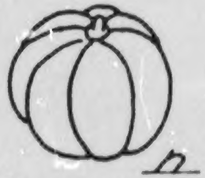
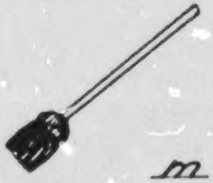


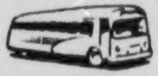
n

11.



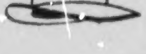
m

12.



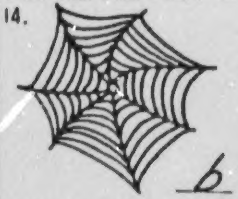
s

13.



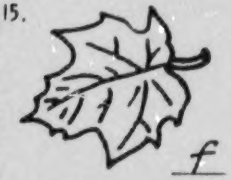
t

14.



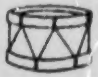
b

15.



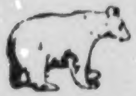
f

16.



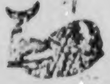
m

17.



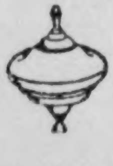
r

18.



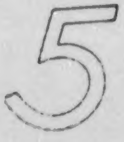
l

19.



p

20.

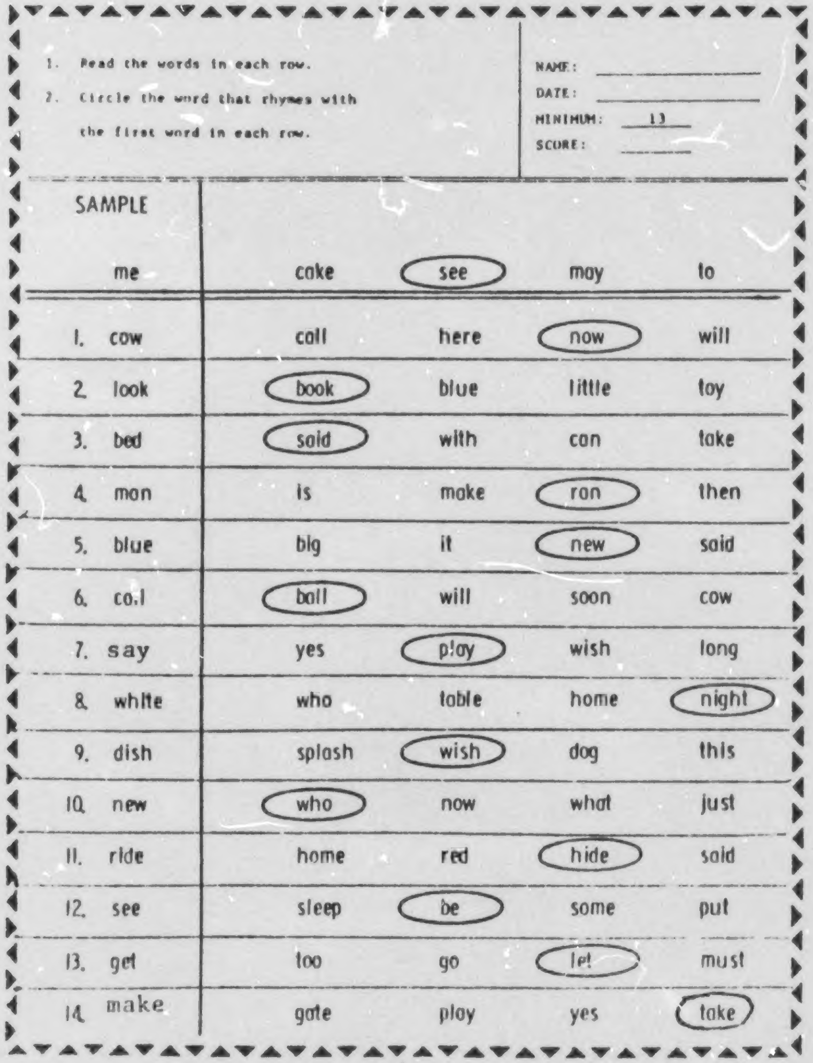


v

The learner will identify rhyming words. iven 14 rows of 5 words each, the learner will circle the word in each row that rhymes with the first word.

NOTE: Do not give any words.

Pre Test 4.2.2



1. Read the words in each row.
2. Circle the word that rhymes with the first word in each row.

NAME: ____________

DATE: ____________

MINIMUM: 13

SCORE: ______

SAMPLE me	cake	[✓ see]	may	to
1. cow	call	here	[✓ now]	will
2. look	[✓ book]	blue	little	toy
3. bed	[✓ said]	with	can	take
4. man	is	make	[✓ ran]	then
5. blue	big	it	[✓ new]	said
6. call	[✓ ball]	will	soon	cow
7. say	yes	[✓ play]	wish	long
8. white	who	table	home	[✓ night]
9. dish	splash	[✓ wish]	dog	this
10. new	[✓ who]	now	what	just
11. ride	home	red	[✓ hide]	said
12. see	sleep	[✓ be]	some	put
13. get	too	go	[✓ let]	must
14. make	gate	play	yes	[✓ take]

The learner will identify rhyming words. Given 14 rows of 5 words each, the learner will circle the word in each row that rhymes with the first word.

NOTE: *Do not give any words.*

Post Test 4.2.2

1. Read the words in each row.
2. Circle the word that rhymes with the first word in each row.

NAME: ______________

DATE: ______________

MINIMUM: 13

SCORE: ______

SAMPLE boat	about	[✓ goat]	must	soon
1. blue	kitten	[✓ new]	could	fun
2. house	who	saw	[✓ mouse]	farm
3. red	happy	rabbit	so	[✓ said]
4. run	pad	[✓ fun]	again	but
5. take	cat	had	[✓ make]	his
6. must	[✓ just]	foot	there	long
7. from	girl	help	cap	[✓ come]
8. who	party	[✓ blue]	fun	us
9. walk	who	take	[✓ talk]	this
10. back	some	yes	[✓ pack]	now
11. their	black	[✓ bear]	this	had
12. snow	happy	[✓ go]	all	wish
soon	but	could	fun	[✓ moon]
14. wish	walk	fun	[✓ dish]	cow

21

5.2.1a TEST

CONTRACTIONS: 's n't 'm

DIRECTIONS: Read each word in the first column. Then look for the two words that mean the same thing in the second column. Write the words from the second column on the line after the word it matches in the first column.

1. I'm ____________________
2. Who's ____________________
3. it's ____________________
4. isn't ____________________
5. what's ____________________
6. shouldn't ____________________
7. can't ____________________
8. hadn't ____________________
9. wouldn't ____________________
10. couldn't ____________________
11. doesn't ____________________
12. he's ____________________
13. she's ____________________
14. haven't ____________________
15. weren't ____________________
16. didn't ____________________
17. aren't ____________________
18. where's ____________________
19. musn't ____________________
20. won't ____________________

1. can not
2. could not
3. she is
4. I am
5. had not
6. would not
7. where is
8. it is
9. were not
10. are not
11. will not
12. who is
13. what is
14. does not
15. did not
16. must not
17. should not
18. he is
19. have not
20. is not

5.2.2a Given a list of the common digraphs sh, ch, tch, wh and th, the student will give the sounds (both voiced and unvoiced for th).

Minimum: 5 correct

Directions: Teacher shows student the symbol for ch, sh, th, wh, and tch. The student gives the sound.

ch

sh

th

wh

tch

5.2.3 a(2) (Rev. 6/80)

Given a story of approximately 100 words in which all except the necessary "sight words" are CVC words spelled with single consonants, the student will read the story orally.

Minimum correct: 67 CVC words; 5 questions

Directions: Student reads story and answers comprehension questions orally. Record reading errors.

Pals and Pets

Tom has a pet. It is Nip. Nip is a dog. Nip can run and wag but he can not sit up.

Ben is Tom's pal. Ben's pet is a cat. The cat is Buff. Buff runs if Nip hits at him.

Tom and Ben run to get Buff. Buff is mad. He will not sit in the sun with Nip.

Pam runs up. Buff will sit in Pam's lap. Tom and Ben will get Nip so he can not hit at Buff.

Sight Words

he, the, with
so, to

1. Who is Nip? (a dog; a puppy)
2. Why do you think Nip can't sit up? (he's not old enough; no one has taught him; any sensible answer)
3. Who are the boys in the story? (Tom and Ben; they are friends, pals)
4. Who is Buff? (a cat; Ben's pet)
5. Why did Buff get mad? (the dog hits at him)
6. How did Pam help? (she held the cat in her lap)

Sight Words

he	the
with	so
to	

Pals and Pets

Tom has a pet. It is Nip. Nip is a dog. Nip can run and wag but he can not sit up.

Ben is Tom's pal. Ben's pet is a cat. The cat is Buff. Buff runs if Nip hits at him.

Tom and Ben run to get Buff. Buff is mad. He will not sit in the sun with Nip.

Pam runs up. Buff will sit in Pam's lap. Tom and Ben will get Nip so he can not hit at Buff.

5.2.3b Given a story of approximately 100 words in which all except the necessary "sight words" are spelled in the CVC short vowel pattern and the signal e long vowel pattern, the child will be able to read the story.

Minimum: 29 signal e words correct/4 questions

DIRECTIONS: Student reads the story and answers comprehension questions. Teacher records reading errors.

A Bike Trip

Mike is my chum. I like Mike a lot. He has a red bike and mine is white. We will go on a bike hike up on the hill. I hope the sun shines so I will not miss the hike.

We like to have fun in the grove by the pond. Mike likes to wade in the wet mud. We will make a stove of stones and then make a fire inside the stones. After that we can have lunch. We will have a fine time.

If I get a flat tire on my bike, Mike will help me fix it. We will ride down the hill for home. We must go fast so we will not miss supper.

Adapted from:
Educators Publishing Service
Little Stories, Group III

29 signal e words
35 CVC words
4 questions correct

TEST

5.2.3b

A Bike Trip

Mike is my chum. I like Mike a lot. He has a red bike and mine is white. We will go on a bike hike up on the hill. I hope the sun shines so I will not miss the hike.

We like to have fun in the grove by the pond. Mike likes to wade in the wet mud. We will make a stove of stones and then make a fire inside the stones. After that we can have lunch. We will have a fine time.

If I get a flat tire on my bike, Mike will help me fix it. We will ride down the hill for home. We must go fast so we will not miss supper.

Adapted from:
Educators Publishing Service
Little Stories, Group III

5.2.3b

Sight Words to be
practiced before
reading:
have
down
my
by
to
go
so
we
he

Directions: Questions are to be asked and answered orally.

1. What is Mike planning to do with his friend? (go on a hike --a bike ride)

2. What could happen to spoil the hike? (it could rain)

3. Tell me two things the boys will do on their bike ride? (play by the pond, wade in the mud, make a stove and a fire, eat lunch)

4. How long are the boys planning to stay? (until supper time)

5. Why do they have to hurry home? (so they won't miss supper)

5.2.4 Given a story of approximately 100 words of which a minimum of 37 words contain r-controlled vowels, the student will read the story with 95% accuracy on the r-vowel words.

MINIMUM: 33 r-controlled words correct/3 questions correct

R-controlled vowels ar, er, ir, ur, or

DIRECTIONS: Student reads the story and answers questions.
Teacher records reading errors.

THE TURNER TWINS

Burt and Barb are twins. Burt is taller than Barb. Barb's hair is redder than Burt's and has more curl. She is the only girl in the family but there is another boy who is younger than the twins.

The Turners live in the third house from the corner not far from school. Their father never has to take them to school in the car. It is only a short walk. On Sundays Mr. Turner drives the car to church because it is too far to walk.

Burt and Barb are now in the first grade. They were born on a farm far away from the part of town where they now live. They do not miss the farm because they have a large yard where they can play.

1. How many brothers does Barb have? (two)
2. Why doesn't Mr. Turner have to drive the children to school? (They live near the school)
3. How does the Turner family get to church? (in the car)
4. Why don't the twins miss living on a farm? (They have a large yard -- room to play)

(Questions to be asked and answered orally)

MINIMUM: 3 questions correct

130 words - 37 r-controlled vowels
Requirement: 33 4-controlled vowels read correct

R-controlled vowels ar, er, ir, ur, or

The Turner Twins

Burt and Barb are twins. Burt is taller than Barb. Barb's hair is redder than Burt's and has more curl. She is the only girl in the family but there is another boy who is younger than the twins.

The Turners live in the third house from the corner not far from school. Their father never has to take them to school in the car. It is only a short walk. On Sundays Mr. Turner drives the car to church because it is too far to walk.

Burt and Barb are now in the first grade. They were born on a farm far away from the part of town where they now live. They do not miss the farm because they have a large yard where they can play.

6.2.1a Given a story of approximately 100 words in which all except the necessary "sight words" are CVC short vowel words spelled with consonant blends, the student will read the story.

MINIMUM: 47 CVC words correct/4 questions

6.2.2a Given a story of approximately 100 words in which all except the necessary "sight words" are CVC short vowel words spelled with digraphs, the student will read the story.

MINIMUM: 25 correct/4 questions

WHICH FROG WILL WIN?

```
     Hank was swinging when his chum, Fred, ran up to him with a box in his hands.
       B        B                B     B                    D                 B

     "Stop swinging, Hank," said Fred.  "We can have fun with this box.  Lift the
       B    B          B          B                        D    D         B

lid just a bit." In the box sat two frogs.
      B                          B   B

     "I got the frogs in the ditch at the duck pond," said Fred.  "Let's have a
                 B             D           B     B          B

jumping match with them."
  B       D    D    D

     "O.K.", said Hank.  "Can this frog jump as well as that frog?"
                   B          D    B     B       B      D    B

     "I can't tell," said Fred.  Just then a frog jumped.  It hit the lid with
                B                  B    D      B   B                       D

a thump.  Quick as a wink Hank shut the lid.
    D       B          B    B   D    D

     "Which frog did that?"  asked Hank.
       D  D   B       D        B    B

     "The frog with the patch on his back," said Fred.
           B    D         D            B

     "I pick him," said Hank.
          B              B

     "Quick then," said Fred.  "Grab that frog.  I'll snatch this frog.  Let
         B   D           B       B    D    B        B B   D   D    B

them hop."
 D

     The frogs fled in the grass.
     D    B     B           B
```

"Which frog will win? said Hank and Fred.
D B B B B

52 Blends - 47 correct

58 Digraphs - 25 correct

Adapted from The Jumping Match, SRA BRS Satellites, D-30

TEST

6.2.1a
6.2.2a

WHICH FROG WILL WIN?

Hank was swinging when his chum, Fred, ran up to him with a box in his hands.

"Stop swinging, Hank," said Fred. "We can have fun with this box. Lift the lid just a bit." In the box sat two frogs.

"I got the frogs in the ditch at the duck pond," said Fred. "Let's have a jumping match with them."

"O.K., said Hank. "Can this frog jump as well as that frog?"

"I can't tell," said Fred. Just then a frog jumped. It hit the lid with a thump. Quick as a wink Hank shut the lid.

"Which frog did that?" asked Hank.

"The frog with the patch on his back," said Fred.

"I pick him," said Hank.

"Quick then," said Fred. "Grab that frog. I'll snatch this frog. Let them hop."

The frogs fled in the grass.

"Which frog will win?" said Hank and Fred.

Adapted from The Jumping Match, SRA BRS Satellites, D-30

Story: Which Frog Will Win?

Before reading: Review the following non-decodable words with the reader:

was said have two I'll

After reading: Ask the following comprehension questions. Child is to answer orally.

1. Who are the friends in this story? (Hank and Fred)
2. Why did Fred want Hank to open the box just a little bit? (the frogs might jump out if he opened thelid all the way.)
3. Where did Fred get the frogs? (in the ditch, at the duck pond)
4. What is a jumping match? (any reasonable answer implying a race, a contest)
5. Why did Hank pick the frog with a patch on his back? (because that frog jumped up to the lid; he thought he would be a good jumper.)

4 Comprehension questions

Story contains 52 blends and 28 digraphs. Only 5 errors on blends and 3 errors on digraphs are allowed.

6.2.3 Given a list of 20 nonsense words containing both the hard (/k/) and soft (/s/) c sounds, the student will demonstrate his ability to use the generalization that c followed by i, e, or y has the /s/ sound words in designated columns.

MINIMUM: 18

List the words in two columns according to the sound of c. (These are not real words.)

c spelling /k/		c spelling /s/
	1. cen	cne
cag	2. cag	
	3. ceb	ceb
	4. civ	civ
	5. cyp	cyp
cos	6. cos	
cul	7. cul	
	8. cit	cit
	9. ced	ced
	10. hace	hace
cush	11. cush	
	12. hucy	hucy
	13. boce	boce
cax	14. cax	
cuv	15. cuv	
	16. cef	cef
chacu	17. chacu	
	18. shouce	shouce
	19. barcy	barcy
	20. tooce	thooce

TEST

6.2.3

List the words in two columns according to the sound of c. (These are not real words.)

c spelling /k/ c spelling /s/

1. cen
2. cag
3. ceb
4. civ
5. cyp
6. cos
7. cul
8. cit
9. ced
10. hace
11. cush
12. hucy
13. boce
14. cax
15. cuv
16. cef
17. chacu
18. shouce
19. barcy
20. thooce

TEST

List the words in two columns according to the sound you would try first for g. (These are not real words.)

g as /g/		g as /j/
	1. gyd	
____________	2. gub	____________
____________	3. gom	____________
____________	4. gek	____________
____________	5. lenge	____________
____________	6. gaf	____________
____________	7. teg	____________
____________	8. hange	____________
____________	9. sug	____________
____________	10. gyr	____________
____________	11. gim	____________
____________	12. gest	____________
____________	13. gav	____________
____________	14. pinge	____________
	15. gug	
	16. tage	
	17. grib	
	18. gog	
	19. erge	
	20. grot	

7.2.2a

Double Vowels - Sheet 1

ee as long e
ea as long e

ai as long a
ay as long a

oa as long o
ow as long o

chain	way	peek	throw	groan	sneak	known	jail
loan	stay	sheep	coax	cream	flow	cheek	sway
squeal	wait	toast	teeth	streak	slow	pray	main
grown	float	beach	crow	speech	croak	stray	seem
braid	clean	glow	sheet	coat	clay	wreath	oath

.2.2b

TEST

Double Vowels - Sheet 3

ea as long a   eight as long a   oe as long o   ea as short e
ei as long ē   igh as long i   ie as long e   ui as in suit

ceiling	weight	field	foe	fruit	tight	great	fight
freight	either	break	chief	weird	toe	bright	thread
priest	sleigh	sweat	piece	sheik	neigh	right	seize
flight	receive	woe	dead	slight	grief	niece	blight
niece	blight						

Double Vowels - Sheet 4

ue as in cue and in true
ew as in few and in blew

ou as in soup
oo as in room
eu as in feud

ei as in vein
ey as in they
ey as in valley

broom	youth	glue	they	veil	drew	group	feud
chew	honey	survey	soup	room	crew	stoop	troop
rein	monkey	whey	true	flew	gloom	pew	vein
alley	pool	convey	soon	threw	shoot	brew	cue

WORK STUDY SKILLS

PRE TESTS AND POST TESTS

JUNE, 1983

W/S 1 Given the direction to name the days of the week in order, the student will name the days in correct order.

MINIMUM: 7 correct

W/S 2 Given the direction to name the months of the year in order, the student will name the 12 months in the correct sequence.

MINIMUM: 12 correct

W/S 3 Given the direction to name the seasons, the student will name fall (or autumn), winter, spring and summer.

MINIMUM: 4 correct

W/S 4 Given the names of the holidays Christmas, New Year's, Thanksgiving, Halloween, Valentine's Day, the 4th of July, Easter and Labor Day, the student will be able to name the month and or the season in which the holiday occurs.

MINIMUM: 7 correct

W/S 1 through 4 TEST

Name ____________________

Date Passed

W/S 1 Name the days of the week in order ________

MINIMUM: 7 in order

W/S 2 How many months are there in a year? ______
Name the months of the year in order.

____

______________________________ ________

W/S 3 How many seasons are there in a year?

Name the seasons. ________

MINIMUM: 4

W/S 4 In what month or in what season do we celebrate:

Thanksgiving
Valentine's day
Halloween
Christmas
The 4th of July
Easter
New Years Day
Labor Day

MINIMUM: 7 ________

W/S 5 Given a text, the student will be able to locate the title and author's name in two places and use the table of contents to locate a particular selection.

MINIMUM: 5 correct

DIRECTIONS: Provide the student with a book. Allow time to look through the book. Then ask the student to locate the following information:

1. Find the title in two places.

2. Find the author's name in two places.

3. Find the table of contents and locate the following information:

   a. What is the name of the first story/chapter?

   b. How many stories are in the book/unit?

   c. About how many pages are in the book?

   d. On what page does (name of the story)____ begin?

TEST

W/S 5

DIRECTIONS: Provide the student with a book. Allow time to look through the book. Then ask the student to locate the following information:

1. Find the title in two places.
2. Find the author's name in two places.
3. Find the table of contents and locate the following information:
    a. What is the name of the first story/chapter?
    b. How many stories are in the book/unit?
    c. About how many pages are in the book?
    d. On what page does (name of the story)   begin?

W/S 6 Given a text, the student will be able to locate the index and use it to find information about a topic.

MINIMUM: 3

DIRECTIONS: Provide the student with a textbook for a content area. Allow time to look through the book. Then ask the student to locate the following information:

1. Find the index. On what page does the index begin?
2. Use the index to locate a topic.
3. Find the topic in the book.

(Teacher should choose the topic for the student)

TEST

W/S 6

DIRECTIONS: Provide the student with a textbook for a content area. Allow time to look through the book. Then ask the student to locate the following information:

1. Find the index. On what page does the index begin?
2. Use the index to locate a topic.
3. Find the topic in the book.

(Teacher should choose the topic for the student)

W/S 7 Given two paragraphs to read the student will identify the irrelevant sentences in the paragraph with 100% accuracy

DIRECTIONS: In each paragraph there is one sentence that does not add information to the main idea. Find that sentence and underline it.

Spiders have a strange way of getting their meals. People do not like spiders in their homes. They spin webs from a liquid in their bodies. This liquid changes to a threadlike material when it hits the air. The spiders wait for insects to get caught on the sticky web. Then they sting the insects and wrap them tightly in more thread. Here the insects stay until the spider is ready for its meal.

Trees are used by man to make many things. The lumber of many large trees is used for building houses. Much of the furniture in our home is made from some type of a tree. The paper is made from the pulp of trees. Carts and wagons can be used to carry wood from place to place.

PRE TEST

W/S 7

DIRECTIONS: In each paragraph there is one sentence that does not add information to the main idea. Find that sentence and underline it.

Spiders have a strange way of getting their meals. People do not like spiders in their homes. They spin webs from a liquid in their bodies. This liquid changes to a threadlike material when it hits the air. The spiders wait for insects to get caught on the sticky web. Then they sting the insects and wrap them tightly in more thread. Here the insects stay until the spider is ready for its meal.

Trees are used by man to make many things. The lumber of many large trees is used for building houses. Much of the furniture in our home is made from some type of a tree. Paper is made from the pulp of trees. Carts and wagons can be used to carry wood from place to place.

POST TEST

W/S 7

DIRECTIONS: In each paragraph there is one sentence that does not add information to the main idea. Find that sentence and underline it.

Many animals hibernate in the winter. Some hibernate because they cannot stand the cold weather. They would freeze to death if they remained above ground. A few animals travel great distances in the winter. Others hibernate because they cannot get enough food in wintertime. The snow and extreme cold prevent them from obtaining enough food to live.

The giraffe is an animal which has many ways of protecting itself. The long legs of the giraffe help the animal to move very rapidly. It can usually travel faster than its enemy. The giraffe has no voice. The giraffe's color is also a means of protection because it blends in with its surroundings. The giraffe also protects itself by kicking its enemy with its strong hoofs.

W/S 7

DIRECTIONS: In each paragraph there is one sentence that does not add information to the main idea. Find that sentence and underline it.

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W/S 8 Given two selections, the student will construct an outline that accurately represents the content of the selections.

MINIMUM: 27 correct

Directions: Read each of the stories carefully. Beside the Roman numeral on the answer sheet tell what the whole story is about. Next to the capital letters, write what each paragraph is about. Under the subtopics, list the details.

There are many different kinds of ants throughout the world that have rather unusual habits. Harvester ants, which are small red or black ants about 1/3 inch long, live in warm dry places. They live on seeds from weeds or grasses. When the seeds they store get damp, the ants spread the seeds out in the sun to dry.

Some ants, called honey ants, live on sweet juices. These ants get this juice from flowers or other insects. Some ants continually swallow the extra honey as a way of storing it. Soon they become so fat they cannot walk or work, but just hang from the ceiling. They become living storage tanks.

The leafcutter ant, which is black or rusty brown, cuts leaves and flowers to take to the nest. They chew the pieces to a damp mush. A certain kind of mushroom grows on these leaves which the ants eat.

Paper is made in a very interesting way. Most paper is made today from wood or rags. The trees we use are mostly pine, fir, spruce, and hemlock.

To make paper the bark is removed and the logs are ground up into bits. The bits are cooked with chemicals and then washed. This material next goes through a screen to remove unwanted matter and rewashed. Finally, this wet pulp is pushed out on rollers where the water is pressed out making a thin sheet. As this sheet moves along the rollers it becomes drier and thinner until it is finally dried on heated rollers and wound into a roll.

Paper has many uses. We use paper in books, magazines, newspapers and for some of our money. Most of all our writing is done on paper.

W/S 8

Directions: Read each of the stories carefully. Beside the Roman numeral on the answer sheet tell what the whole story is about. Next to the capital letters, write what each paragraph is about. Under the subtopics, list the details.

There are many different kinds of ants throughout the world that have rather unusual habits. Harvester ants, which are small red or black ants about 1/3 inch long, live in warm dry places. They live on seeds from weeds or grasses. When the seeds they store get damp, the ants spread the seeds out in the sun to dry.

Some ants, called honey ants, live on sweet juices. These ants get this juice from flowers or other insects. Some ants continually swallow the extra honey as a way of storing it. Soon they become so fat they cannot walk or work, but just hang from the ceiling. They become living storage tanks.

The leafcutter ant, which is black or rusty brown, cuts leaves and flowers to take to the nest. They chew the pieces to a damp mush. A certain kind of mushroom grows on these leaves which the ants eat.

Paper is made in a very interesting way. Most paper is made today from wood or rags. The trees we use are mostly pine, fir, spruce, and hemlock.

To make paper the bark is removed and the logs are ground up into bits. The bits are cooked with chemicals and then washed. This material next goes through a screen to remove unwanted matter and rewashed. Finally, this wet pulp is pushed out on rollers where the water is pressed out making a thin sheet. As this sheet moves along the rollers it becomes drier and thinner until it is finally dried on heated rollers and wound into a roll.

Paper has many uses. We use paper in books, magazines, newspapers and for some of our money. Most of all our writing is done on paper.

W/S 8

OUTLINING

Answer Sheet

Name: ______________________________

I. Different Kinds of Ants
A. Harvester Ants
1. Small red or black ants
2. 1/3 inch long
3. Live in warm, dry places
4. Live on seeds from grass or weeds
5. Spread damp seeds out to dry in sun
B. Honey Ants
1. Live on sweet juices
2. Get juices from flowers and other insects
3. Store extra honey by swallowing it
4. Become so fat they can't walk or work
5. Become living storage tanks
C. Leafcutter Ants
1. Black or rusty brown
2. Cuts leaves and flowers to take to nest
3. Chews pieces to a damp mush
4. Eats a muchroom which grows on leaves

I. All About Paper
A. What paper is made from
1. Wood or rags
2. Pine, fir, spruce, and hemlock
B. How paper is made
1. Bark removed - logs ground up
2. Cooked with chemical and washed
3. Screened - rewashed
4. Pulp pushed out on rollers to make thin sheet
5. Moves along rollers - becomes dryer and thinner
6. Dried on rollers. Wound into roll
C. Uses of Paper
1. Books
2. Magazines
3. Newspapers
4. Money

W/S 8

OUTLINING

Answer Sheet

Name: ______________________________

I. ____
- A. ____
  - 1. ____
  - 2. ____
  - 3. ____
  - 4. ____
  - 5. ____
- B. ____
  - 1. ____
  - 2. ____
  - 3. ____
  - 4. ____
  - 5. ____
- C. ____
  - 1. ____
  - 2. ____
  - 3. ____
  - 4. ____

I. ____
- A. ____
  - 1. ____
  - 2. ____
- B. ____
  - 1. ____
  - 2. ____
  - 3. ____
  - 4. ____
  - 5. ____
  - 6. ____
- C. ____
  - 1. ____
  - 2. ____
  - 3. ____
  - 4. ____

W/S 8

OUTLINING

Directions: Read each of the stories carefully. Beside the Roman numeral on the answer sheet tell what the whole story is about. Next to the capital letters, write what each paragraph of the story is about. Under the subtopics, list the details.

Some insects are very helpful to man. Bees manufacture honey, which is used in many types of food. The bees also produce a type of wax known as beeswax. This wax is used in wax polishes. Church candles are also made from it. Beeswax varies in color from light yellow to brown.

Ladybird beetles are most helpful to farmers. These insects are less than one half an inch long. They are usually red or orange in color with black or white spots. The ladybird beetle eats insects which have been pests to man. They are especially helpful in eating insects which harm the orange groves.

Another helpful insect is the praying mantis. The front legs of this insect are raised as in prayer. The food of this insect is the grasshopper. By eating grasshoppers the praying mantis is helping man, since grasshoppers mutiply very rapidly.

Tibet is a country on the continent of Asia near China. This land can be described as having many mountains and lakes. Among its many mountains is the highest mountain in the world, Mount Everest. Throughout these mountains are many lakes and the beginnings of the larger rivers.

Because the land is so high, the climate is quite cool. There is not much rain throughout the year. In the winter they have many blizzards and snow storms. Throughout the year there are often terrible wind storms.

The people of Tibet are mostly nomads and farmers. The nomads wander over the northern parts of Tibet with herds of goats, sheep and yaks. The farmers live more in the southern part of the country.

OUTLINING

Answer Sheet

Name: ______________________________

I. Helpful insects - How insects are helpful to man - Some helpful insects
   A. Bees
      1. Manufacture honey which is made into many types of food
      2. Produce a type of wax known as beeswax
      3. Used in wax polishes
      4. Church candles from wax
      5. Color of wax, light yellow to brown
   B. Ladybug beetle
      1. Helpful to farmers
      2. Less than one-half an inch long
      3. Red or orange color with black or white spots
      4. Eats insects
      5. Especially helpful in eating insects which harm the orange groves
   C. Praying mantis
      1. Front legs raised as in prayer
      2. Food - the grasshopper
      3. Helps man since grasshoppers multiply rapidly

I. Tibet - All about Tibet
   A. Land - physical features - what the land is like - description of Tibet
      1. Many mountains and lakes
      2. Highest mountain in the world - Mount Everest
      3. Many lakes and the beginnings of large rivers
   B. Climate - weather in Tibet
      1. Quite cool
      2. Not much rain
      3. In winter many blizzards and snowstorms
      4. Terrible wind storms
   C. People - farmers and nomads of Tibet
      1. Mostly nomads and farmers
      2. Nomads wander with herds of goats, sheep, and yaks
      3. Farmers in southern part of the country
      4. Raise barley

OUTLINING

Answer Sheet

Name: ______________________________

I. ______________________ ______________________
   A. ______________________________
      1. ______________________________
      2. ______________ ______________
      3. ________ ________ ______________
      4. ______________________________
      5. ______________________________
   B. ______________________________
      1. ______________________________
      2. ______________________________
      3. ______________________________
      4. ______________________________
      5. ______________________________
   C. ______________________________
      1. ______________________________
      2. ______________________________
      3. ______________________________

I. ______________________________
   A. ______________________________
      1. ______________________________
      2. ______________________________
      3. ______________________________
   B. ______________________________
      1. ______________________________
      2. ______________________________
      3. ______________________________
      4. ______________________________
   C. ______________________________
      1. ______________________________
      2. ______________________________
      3. ______________________________
      4. ______________________________

W/S 12 The student will identify with 100% accuracy the terms for the SQ3R (survey, question, read, recite, review,) study technique.

MINIMUM: 5 correct

What do the letters SQ3R stand for?

Write the words:

a. Survey b. Question c. Read d. Recite e. Review

What do the letters SQ3R stand for?

Write the words:

a. ________ b. ________ c. ________ d. ________ e. ________

MINIMUM: 5 correct

FOR TEACHER INFORMATION

DEFINITIONS

Survey - Preview titles, headings, subheadings, vocabulary, introductory paragraphs, graphics and questions of a selection.

Question - Formulate questions using titles, headings, subheadings, vocabulary, introductory paragraphs and graphics. (who, what, when, where, why, how).

Read - Read the material to locate answers to specific questions.

Recite - Recite or write answers to specific questions from a given selection.

Review - Restudy the material to prepare for a test.

W/S 13 The student will use the SQ3R study technique to study a content area text. Given 25 questions for a chapter from a social studies text, the student will select the correct answers for each step of the procedure.

MINIMUM: 14 correct

Part 1 SURVEY

DIRECTION: Survey Chapter 5 in Our History. Circle the number beside the three sentences that are true.

[✓ 1.] This chapter is about how a war begins.

[✓ 2.] A treaty is a formal agreement between nations.

3. At the Boston Tea Party Colonists fought the Indians.

[✓ 4.] The countries you will read about will be the Colonies, Great Britain, and France.

5. The Chapter will be about some early American painters.

Part 1 SURVEY

DIRECTION: Survey Chapter 5 in Our History. Circle the number beside the three sentences that are true.

1. This chapter is about how a war begins.

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3. At the Boston Tea Party Colonists fought the Indians.

4. The countries you will read about will be the Colonies, Great Britain, and France.

5. The Chapter will be about some early American painters.

W/S 13

Part 2 QUESTION

DIRECTION: Circle the number beside the three questions that can be answered by reading Chapter 5 in Our History.

1. Who won the war between the Colonies and Britain?

[✓ 2.] What was the Boston Tea Party?

[✓ 3.] What is a blockade?

[✓ 4.] When did the French and Indian War begin?

5. How do you trap animals for their furs?

Part 2 QUESTION

DIRECTION: Circle the number beside the three questions that can be answered by reading Chapter 5 in Our History.

1. Who won the war between the Colonies and Britain?

2. What was the Boston Tea Party?

3. What is a blockade?

4. When did the French and Indian War begin?

5. How do you trap animals for their furs?

W/S 13

Part 3 READ AND RECITE

DIRECTIONS: Read the statements. Then read Chapter 5 in Our History. Circle the number beside the six statements that are correct.

[✓ 1.] A reason for the French and Indian War was control of the fur trade.

2. New York is south of Pennsylvania

3. Only the French General was killed in the battle of Quebec.

[✓ 4.] The treaty of Paris ended the French and Indian War.

[✓ 5.] Indian Tribes fought with either the British or the French.

6. The British tax collectors got along well with the colonists.

[✓ 7.] Smugglers wanted to avoid paying taxes.

8. Indians helped the Colonists in the Boston Tea Party.

[✓ 9.] The British blockaded New York harbor.

[✓ 10.] The Boston massacre started with a snowball fight.

Part 3 READ AND RECITE

DIRECTIONS: Read the statements. Then read Chapter 5 in Our History. Circle the number beside the six statements that are correct.

1. A reason for the French and Indian War was control of the fur trade.
2. New York is south of Pennsylvania.
3. Only the French General was killed in the battle of Quebec.
4. The Treaty of Paris ended the French and Indian War.
5. Indian Tribes fought with either the British or the French.
6. The British tax collectors got along well with the colonists.
7. Smugglers wanted to avoid paying taxes.
8. Indians helped the Colonists in the Boston Tea Party.
9. The British blockaded New York harbor.
10. The Boston massacre started with a snowball fight.

W/S 13

Part 4 REVIEW

DIRECTIONS: Put an X beside the three sentences that tell what you would do to review for a test.

____ Read the entire selection carefully.

X Study the answers to your questions.

X Look over the material noted in the survey.

____ Write down your own questions.

X Answer the questions provided by the author.

Part 4 REVIEW

DIRECTIONS: Put an X beside the three sentences that tell what you would do to review for a test.

______ Read the entire selection carefully.

______ Study the answers to your questions.

______ Look over the material noted in the survey.

______ Write down your own questions.

______ Answer the questions provided by the author.

W/S 14 Given one or more graphic aids, the student will interpret the data by answering questions.

MINIMUM: 80% of total questions given

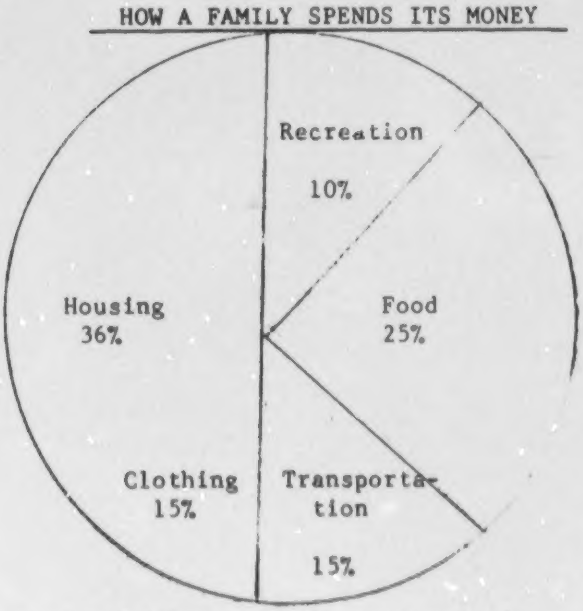
DIRECTIONS: Provide the student with the appropriate graph(s). Study the graph(s). Answer the questions about the graph(s).

MINIMUM: 80% of total questions given

W/S 14 Given a circle graph, the student will interpret the data by answering questions.

MINIMUM: 4

DIRECTIONS: 1. Look at the graph.
2. Answer the questions.



1. On what does the family spend the most money?

○ clothing ○ food ● housing

2. On what does the family spend the least money?

○ housing ● recreation ○ transportation

3. What percentage of its money does a family spend on housing and food?

○ 36% ● 61% ○ 51%

4. On what two things does a family spend the same amount of money?

● clothing and transportation ○ recreation and housing ○ food and housing

5. Which part of the graph tells you how much a family spends on car, gas and insurance?

○ food ● transportation ○ housing

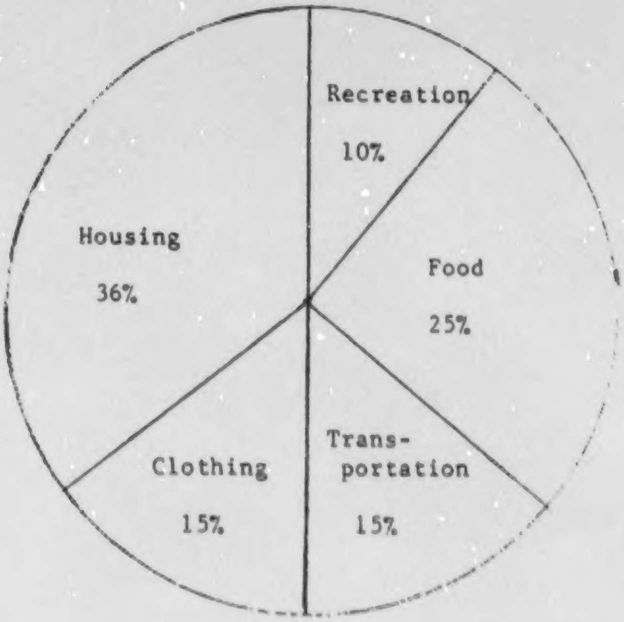
W/S 14

TEST

DIRECTIONS: 1. Look at the graph.

2. Answer the questions.

HOW A FAMILY SPENDS ITS MONEY



1. On what does the family spend the most money?

○ clothing ○ food ○ housing

2. On what does the family spend the least money?

○ housing ○ recreation ○ transportation

3. What percentage of its money does a family spend on housing and food?

○ 36% ○ 61% ○ 51%

4. On what two things does a family spend the same amount of money?

○ clothing and transportation ○ recreation and housing ○ Food and housing

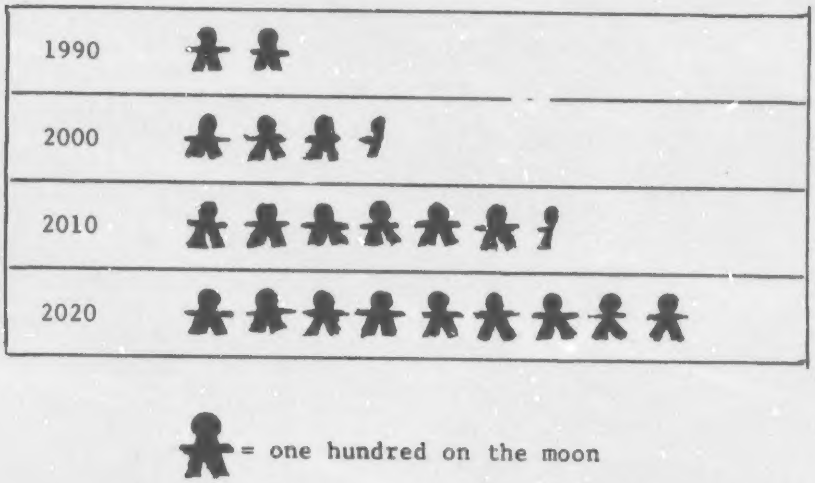
5. Which part of the graph tells you how much a family spends on car, gas and insurance?

○ food ○ transportation ○ housing

W/S 14 Given a picture graph, the student will interpret the data by answering questions.

MINIMUM: 4 correct

1. Study the graph.
2. Answer the questions about the graph.



= one hundred on the moon

1. How many people will be on the moon in: 1990 (200)
2000 (350)
2010 (650)
2020 (900)

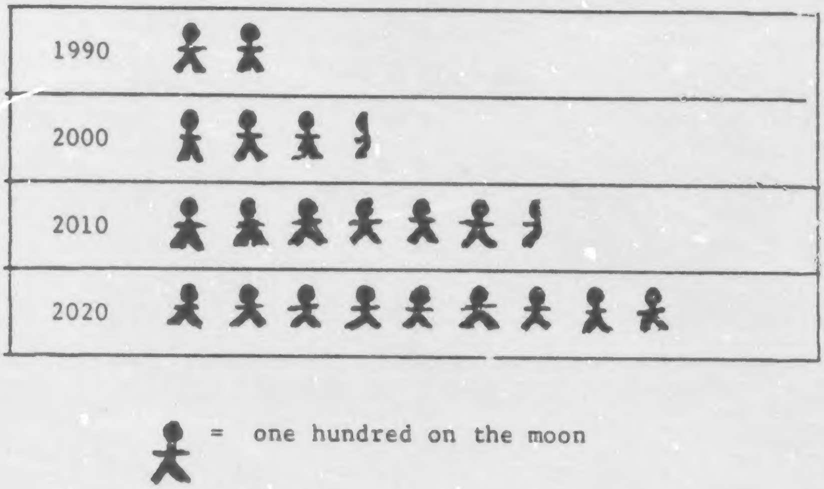
2. Will there be more people on the moon in 2010 than 2020? no

3. How many more people will be on the moon in 2020 than 1990? 700

W/S 14 TEST

DIRECTIONS: 1. Study the graph.

2. Answer the questions about the graph.



1. How many people will be on the moon in: 1990 ________

2000 ________

2010 ________

2020 ________

2. Will there be more people on the moon in 2010 than 2020? ________

3. How many more people will be on the moon in 2020 than 1990?

____

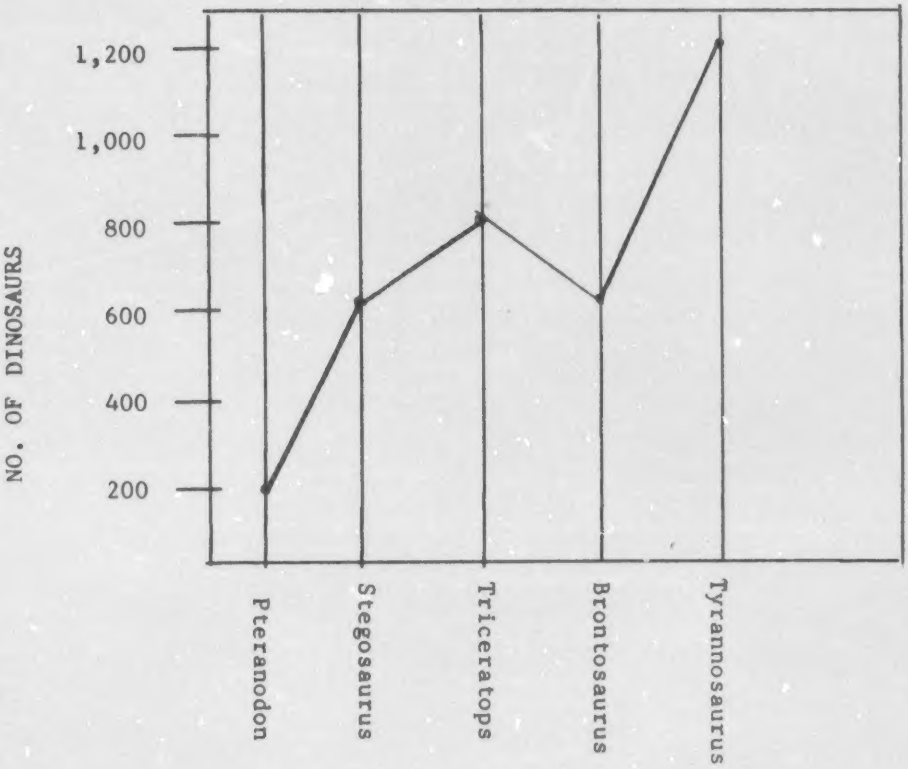
W/S 14 Given a line graph, the student will interpret the data by answering questions.

MINIMUM: 5 correct

DIRECTIONS: 1. Study the graph.

2. Answer the questions.

POPULATION OF DINOSAURS



Types of Dinosaurs

1. What do the numbers on the left tell you? Number of dinosaurs

2. Which dinosaurs had the biggest number? Tyrannosaurus

3. How many Stegosaurus were there? 600

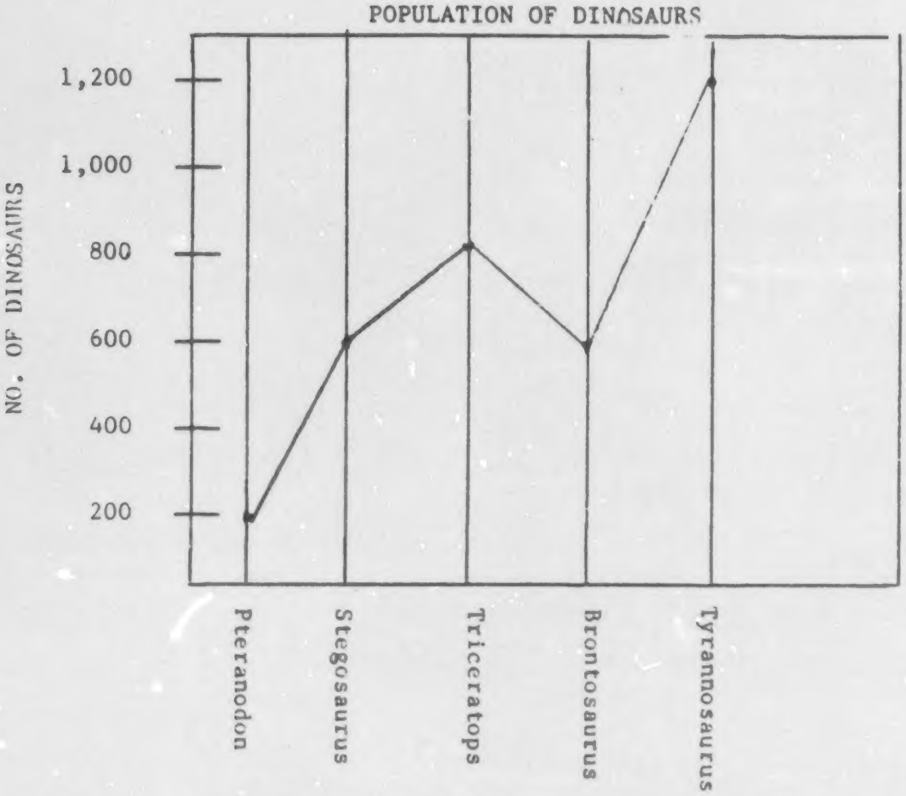
4. State the number of Triceratops? 800

5. What two dinosaurs have about the same number? Stegosaurus Brontosaurus

6. How many more Triceratops were there than Pteranodons? 600

DIRECTIONS: 1. Study the graph.

2. Answer the questions.



Types of Dinosaurs

1. What do the numbers on the left tell you? ______________________________

2. Which dinosaurs have the biggest number? _________________________

3. How many Stegosaurus were there? _____________________

4. State the number of Triceratops. _______________

5. What two dinosaurs have about the same number? _______________ ______________

6. How many more Triceratops were there than Pteranodons? _______________

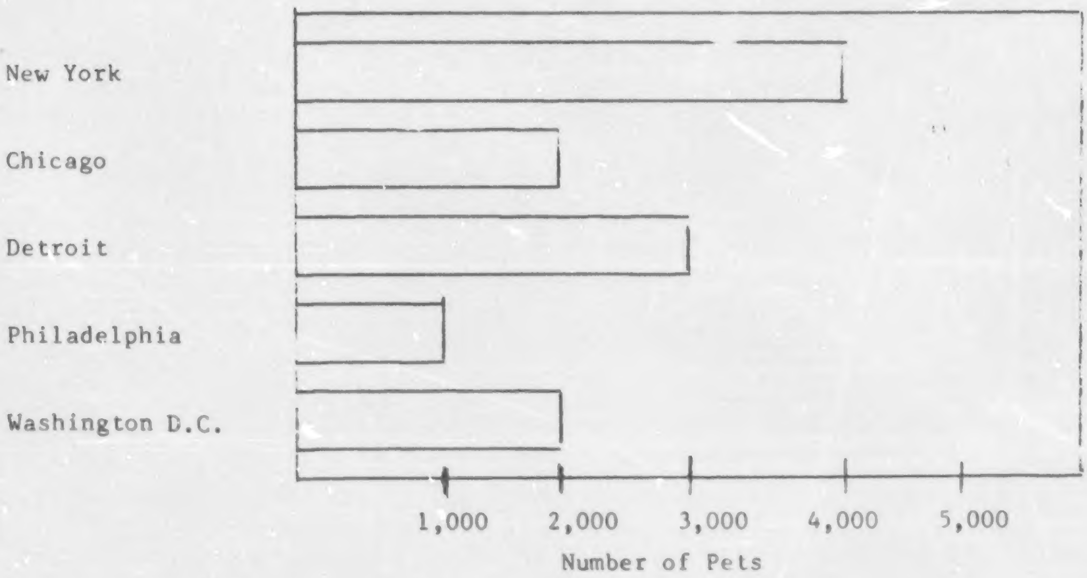
W/S 14 Given a bar graph, the student will interpret the data by answering questions.

MINIMUM: 4 correct

DIRECTIONS:

1. study the graph.
2. Answer the questions about the graph.

NUMBER OF PETS IN MAJOR CITIES



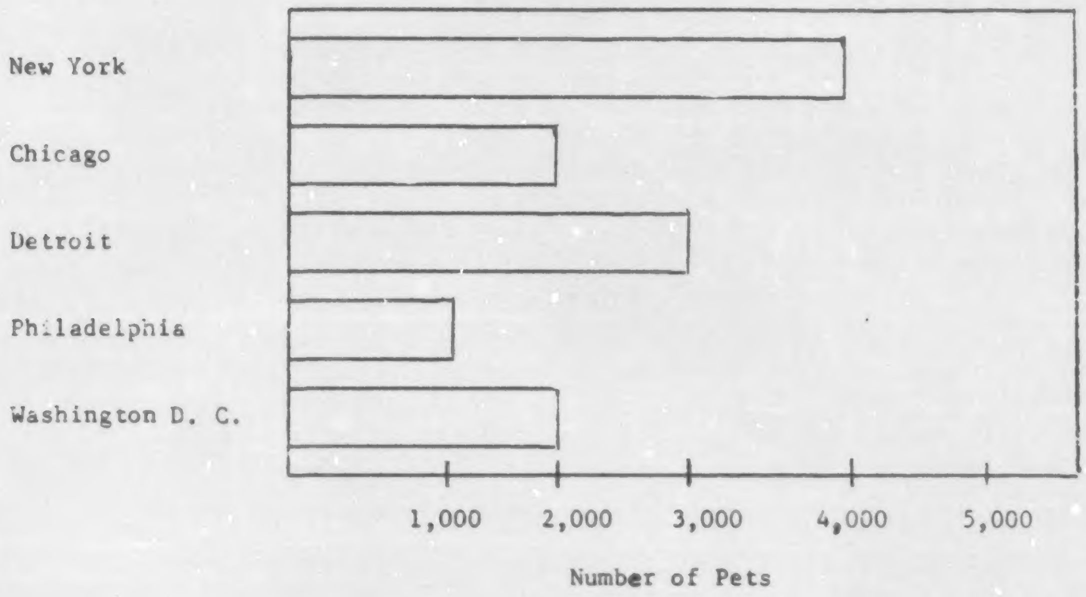
1. Which city has the most pets? New York
2. How many pets are found in Washington D. C.? 2,000
3. Which city has the least number of pets? Philadelphia
4. What do the numbers at the bottom of the graph tell you? Number of Pets
5. What two cities have about the same number of pets? Chicago Washington, D.C.

TEST

DIRECTIONS: 1. Study the graph.

2. Answer the questions about the graph.

NUMBER OF PETS IN MAJOR CITIES



1. Which city has the most pets? ______________

2. How many pets are found in Washington D. C.? ______________________

3. Which city has the least number of pets? ___________________

4. What do the numbers at the bottom of the graph tell you? ______________________

5. What two cities have about the same number of pets? ____________________

____

W/S 14 Given a table, the student will interpret the data by answering questions.

MINIMUM: 4 correct

DIRECTIONS: Study the table. Answer the questions.

POPULATION OF CITIES FROM 1880 to 1900

Cities	1880	1890	1900
New York	1,912,00	2,507,000	3,437,000
Chicago	503,000	1,100,000	1,698,000
Philadelphia	847,000	1,047,000	1,294,000
St. Louis	350,000	452,000	575,000
Boston	363,000	448,000	561,000

1. What was the population of New York in 1900? 3,437,000
2. What year was the population 363,000 in Boston? 1880
3. Which city was the smallest in 1890? Boston
4. Which city doubled its population during 1880 and 1890? Chicago
5. Which city had the largest population in 1900? New York

W/S 14 TEST

DIRECTIONS: Study the table. Answer the questions.

POPULATION OF CITIES FROM 1880 to 1900

Cities	1880	1890	1900
New York	1,912,000	2,507,000	3,437,000
Chicago	503,000	1,100,000	1,698,000
Philadelphia	847,000	1,047,000	1,294,000
St. Louis	350,000	452,000	575,000
Boston	363,000	448,000	561,000

1. What was the population of New York in 1900? ______________
2. What year was the population 363,000 in Boston? ____________
3. Which city was the smallest in 1890? __________________
4. Which city doubled its population during 1880 and 1890? _____________
5. Which city had the largest population in 1900? ________________

W/S 15 Given a map, the student will be able to determine directions, identify the legend, and locate a nation/country, state/province, city and town.

MINIMUM: 7 correct

Directions: Provide the student with a map. Direct the student to perform the following tasks:

1. Write the primary directions on the map.

2. Use the information from the legend to indicate a nation/country, state/province and capital city.

Suggestions for making:

1) Outline in color the nation/country and state/province.

2) Put an X on or draw a circle around a capital city.

TEST

Directions: Provide the student with a map. Direct the student to perform the following tasks:

1. Write the primary directions on the map.

2. Use the information from the legend to indicate a nation/country, state/province and capital city.

   Suggestions for making:

   1) Outline in color the nation/country and state/province.

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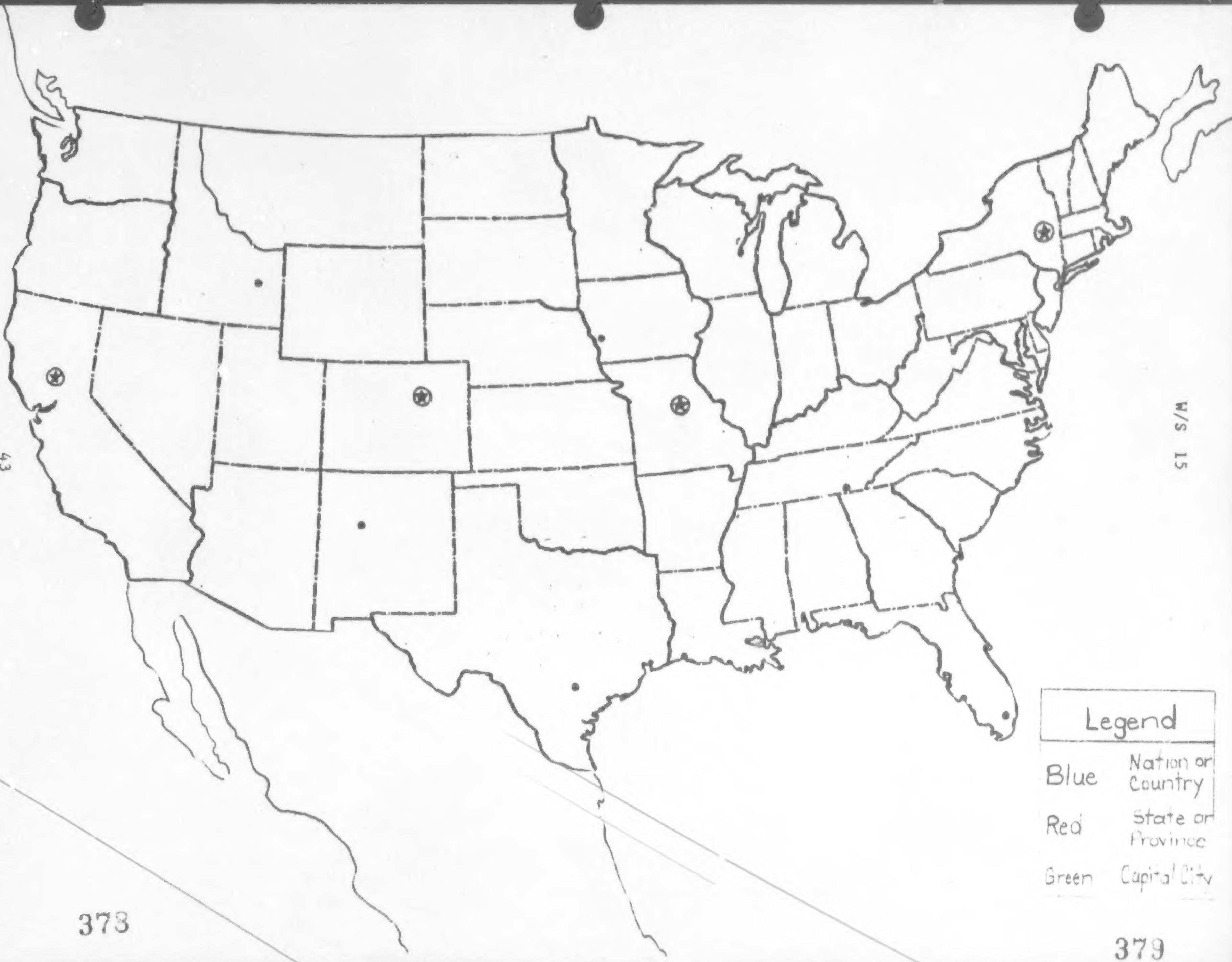
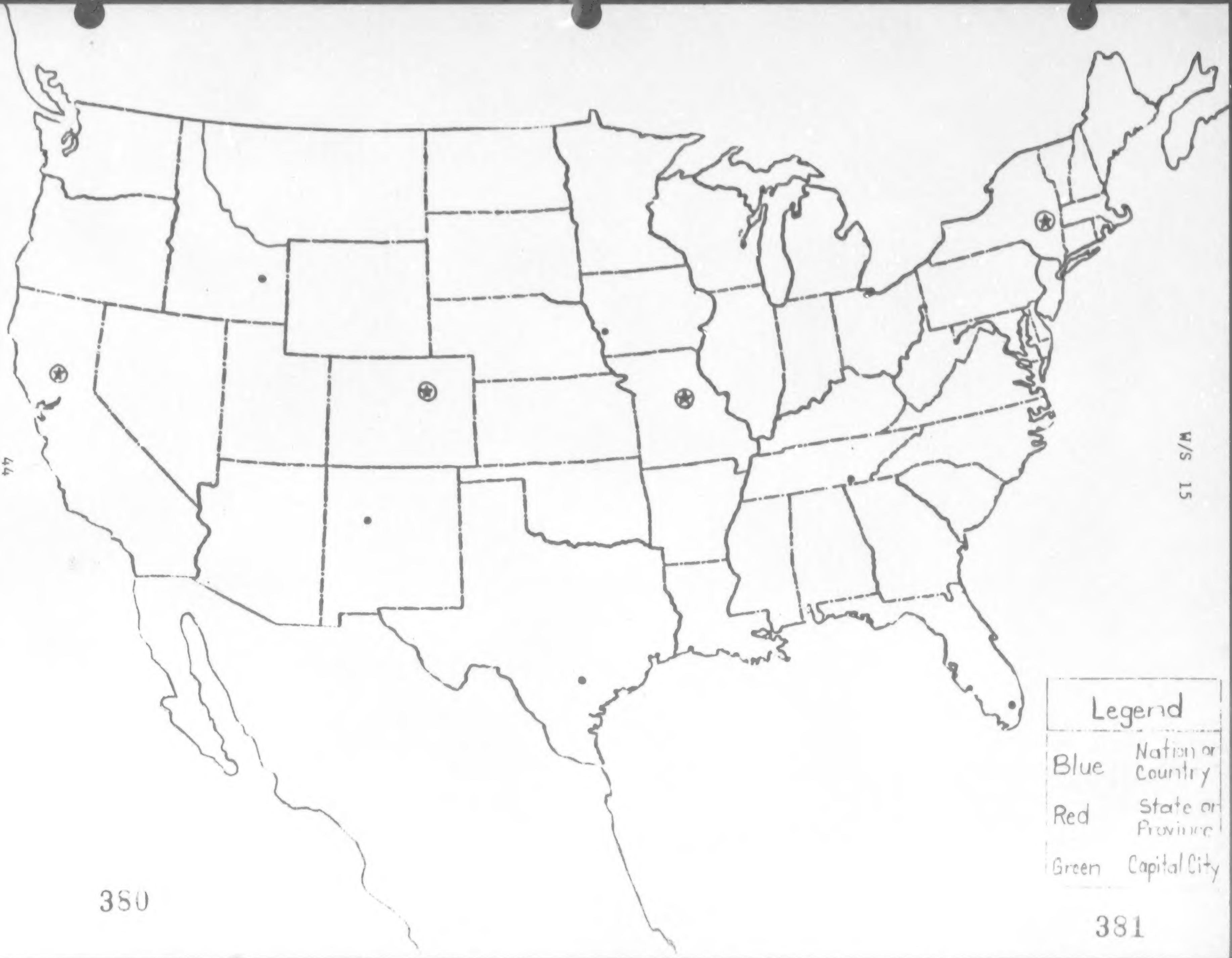

Legend
Blue
Nation or Country
Red
State or Province
Green
Capital City


Legend
Blue
Nation or Country
Red
State or Province
Green
Capital City

44

W/S 15

W/S 16 Given a globe, the student will be able to locate the following points: a) the North pole; b) the South pole; c) the equator; d) continents; 3) oceans; f) longitudinal lines g) latitudinal lines.

MINIMUM: 9 correct

DIRECTIONS: Provide a globe. Ask the student to find:

1. The North Pole
2. The South Pole
3. The equator
4. North America, South America, Africa
5. The Atlantic Ocean, The Pacific Ocean
6. Longitudinal lines
7. Latitudinal lines

TEST

W/S 16

DIRECTIONS: Provide a globe. Ask the student to find:

1. The North Pole
2. The South Pole
3. The equator
4. North America, South America, Africa
5. The Atlantic Ocean, The Pacific Ocean
6. Longitudinal lines
7. Latitudinal lines

W/S 17 Given the letters W H Q A U R O D F C, the student will arrange the letters in alphabetical order.

MINIMUM: 10 correct

DIRECTIONS: Write the following letters in alphabetical order.

W H Q A U R O D F C

___ ___ ___ ___ ___ ___ ___ ___ ___ ___

DIRECTIONS: Write the following letters in alphabetical order.

W H Q A U R O D F C

____ ____ ____ ____ ____ ____ ____ ____ ____ ____

W/S 18 Given 3 groups of 4 words, each word beginning with a different letter the student will alphabetize each group of words.

MINIMUM: 3 groups correct

DIRECTIONS: Write each group of words in alphabetical order

__________ 1. our
__________ 2. big
__________ 3. down
__________ 4. around

__________ 1. laugh
__________ 2. with
__________ 3. again
__________ 4. see

__________ 1. stop
__________ 2. ask
__________ 3. blue
__________ 4. help

W/S 18

TEST

DIRECTIONS: Write each group of words in alphabetical order

__________ 1. our
__________ 2. big
__________ 3. down
__________ 4. around

__________ 1. laugh
__________ 2. with
__________ 3. again
__________ 4. see

__________ 1. stop
__________ 2. ask
__________ 3. blue
__________ 4. help

W/S 19 Given 3 groups of 4 words the student will alphabetize each group of words to the second or third letter.

MINIMUM: 3 groups correct

DIRECTIONS: Alphabetize each group of words.

__________ 1. the

__________ 2. three

__________ 3. thick

__________ 4. thrill

__________ 1. shape

__________ 2. short

__________ 3. shine

__________ 4. she

__________ 1. friend

__________ 2. free

__________ 3. from

__________ 4. Frank

DIRECTIONS: Alphabetize each group of words.

__________ 1. the
__________ 2. three
__________ 3. thick
__________ 4. thrill

__________ 1. shape
__________ 2. short
__________ 3. shine
__________ 4. she

__________ 1. friend
__________ 2. free
__________ 3. from
__________ 4. Frank

W/S 20 Given 4 sets of guide words the student will be able to indicate whether the word comes before, after or is on the same page as the guide words.

MINIMUM: 18 correct

DIRECTIONS: Each box has two guide words at the top. Write B if the word comes before that page, an A if the word comes after that page and an S if the word is on the same page.

SAMPLE:

jump key

__A__ kite
__S__ junk
__B__ joke

jump key

______ keep
______ joy
______ kettle
______ kitten
______ just

funny gas

______ game
______ fur
______ from
______ grin
______ farm

jam jump

______ joke
______ jacks
______ jail
______ jelly
______ jig

tide tin

______ time
______ tin
______ tiger
______ tip
______ tie

TEST

W/S 20

DIRECTIONS: Each box has two guide words at the top. Write B if the word comes before that page, an A if the word comes after that page and an S if the word is on the same page.

SAMPLE:

jump key

A kite
S junk
B joke

jump key ______ keep ______ joy ______ kettle ______ kitten ______ just	funny ga ______ game ______ fur ______ from ______ grin ______ farm
jam jump ______ joke ______ jacks ______ jail ______ jelly ______ jig	tide tin ______ time ______ tin ______ tiger ______ tip ______ tie

W/S 21 Given an encyclopedia the student will use the source to verify facts (not as sources for complete reports).

MINIMUM: 8 correct

DIRECTIONS: Prove the following facts are True or False by looking them up in the encyclopedia.

Babe Ruth

______ 1. Babe Ruth made 714 home runs.

______ 2. He played for the Yankees.

______ 3. He was born in 1795.

Old Faithful

______ 1. Old Faithful is in Yellowstone Park.

______ 2. It was first discovered in 1970.

______ 3. When it erupts, Old Faithful reaches 120-170 feet in the air.

Bicycles

______ 1. Three speed bicycles were invented before 1890.

______ 2. The first bicycles had no brakes.

______ 3. You can go fast on a bicycle without pedaling fast because of the chain drive.

DIRECTIONS: Prove the following facts are True or False by looking them up in the encyclopedia.

Babe Ruth

______ 1. Babe Ruth made 714 home runs.

______ 2. He played for the Yankees.

______ 3. He was born in 1795.

Old Faithful

______ 1. Old Faithful is in Yellowstone Park.

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Bicycles

______ 1. Three speed bicycles were invented before 1890.

______ 2. The first bicycles had no brakes.

______ 3. You can go fast on a bicycle without pedaling fast because of the chain drive.

W/S 22 Given 10 questions, the student will determine which type of reference book would be used to locate the answer.

MINIMUM: 9 correct

Which book would you use to find the answer?
Put the correct letter in the blank.

A	B	C
dictionary	encyclopedia	telephone book

1. What is the meaning of the word essential? ____________
2. Where was Abraham Lincoln born? ____________
3. How would you check the number of syllables in a word? ____________
4. What is the main crop of Iowa? ____________
5. How would you call the doctor? ____________
6. How many new car dealers are there in Des Moines? ____________
7. How do you pronounce rocketry? ____________
8. When did Iowa become a state? ____________
9. What is the address of the closest McDonalds? ____________
10. How many young does the garter snake bare? ____________

W/S 22 TEST

Which book would you use to find the answer?
Put the correct letter in the blank.

A	B	C
dictionary	encyclopedia	telephone book

1. What is the meaning of the word essential? ____________
2. Where was Abraham Lincoln born? ____________
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4. What is the main crop of Iowa? ____________
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7. How do you pronounce rocketry? ____________
8. When did Iowa become a state? ____________
9. What is the address of the closest McDonalds? ____________
10. How many young does the garter snake bare? ____________

W/S 23 **Given 4 topics, the student will locate three appropriate sources of information for each topic.**

MINIMUM: 10 correct

DIRECTIONS: List the three best sources to find some information about: Baseball, food, Iowa, cars.

encyclopedia

dictionary

cook book

newspaper

almanac

Atlas

Guinnes Book of World Records

phone book

magazines

Baseball

____

____

____

Food

____

____

____

Iowa

____

____

____

Cars

____

____

____

TEST

W/S 23

DIRECTIONS: List the three best sources to find some information about: Baseball, food, Iowa, cars.

encyclopedia	Atlas
dictionary	Guinnes Book of World Records
cook book	phone book
newspaper	magazines
almanac	

Baseball

____

____

____

Iowa

____

____

____

Food

____

____

____

Cars

____

____

____

W/S 24 Given a simulation of a test the student will respons to a variety of testing formats, answering techinques and identify the task required.

DIRECTIONS: Use 3 questions from each of the sample tests.

Name ______________________

Student Record Folder

CHAPTER I Des Moines Public Schools

Student Number ____________ Birthday ____________ Name ____________

School ____________

ITBS

Year	Fall % ile	Spring % ile

GRADE	SARI Level

INFORMAL PHONICS

Date		Needs
	Alphabet	
	Consonant Sounds	
	Short Vowels	
	Signal E	
	Blends & Digraphs	
	Double Vowels	

IRI

Date	Test	Level

SPACHE

Date ____________

Word Recognition List ____________ g.e. ____________

	Grade	WPM	% COMP
Oral Reading			
Silent Reading			
Listening			

Date ____________

Word Recognition List ____________ g.e ____________

	Grade	WPM	% COMP
Oral Reading			
Silent Reading			
Listening			

DURRELL LISTENING

Date	Vocab g.e.	Sentences g.e.	Total

Readers

Benzinger

Book ____________ Pages ________

____________________ ________

____________________ ________

____________________ ________

____________________ ________

Stone Appreciate Your Country

____________________ ________

____________________ ________

____________________ ________

Merrill Linguistic Readers

____________________ ________

____________________ ________

____________________ ________

Educators Publishing Service Readers

Book ____________________

D.C. Heath Readers

____________________ ________

Holt-Rinehart Sounds of Language Readers

Book ____________ Pages ________

____________________ ________

HRW Satellite Book

____

____

____

____

____

Bowmar Gold Dust Series

____

____

____

____

Modern Curriculum Press

____

____

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____

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____

____

____

____

Paperback Books

____

____

____

____

____

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____

____

LISTENING/LANGUAGE

	1	2	3	4	5
L-1 Name Letters In Group	/				
L-2 Repeat Oral Sequence	/				
L-3 Repeat Sentence	/	/	/	/	/
L-4 4-word Seq. Picture	/				
L-5 Arrange Picture Seq.	/	/			
L-6 Seq. After Oral Story	/				
L-7 Seq. Story From Pictures	/				
L-8 Aud. Disc. Sounds	/				
L-9 4-part Verbal Direction	/	/			
L-10 L-R Progression	/	/			
L-10a L-R Progression			/	/	/
L-11 Use of R-L Hand	/				
L-12 Use of "not" in Sentence	/				
L-13 Picture Classification	/	/			
L-14 Inconsistent Wd. in Sent.	/	/			
L-15 Following Directions	/	/	/		
L-16 Verbal Analogies	/	/			
L-16a Verbal Analogies			/	/	/
L-17 Cloze-verbal	/	/			
L-17a Cloze-verbal			/	/	/
L-18 Cloze-verb		/	/		
L-19 Details From Pictures	/	/	/	/	/
L-20 Listening Comprehension	/	/	/	/	/

VOCABULARY

	1	2	3	4	5
S 2.1.2 Pre P. Voc. Circle	/				
S 2.1.3 Pre P. Vocab. Read	/				
2.1.3a Exp. Story Vocabulary	/				
2.1.4 Basal Vocabulary	/				
S 3.1.1 Primer Vocabulary	/	/			
3.1.1a Basal Vocabulary Rd.		/			
3.1.1b Vocabulary Meaning		/			
S 4.1.1 1¹ Reader Vocabulary		/			
4.1.1a Basal Vocabulary Read		/			
4.1.1b Vocabulary Meaning		/			
S 5.1.1 Antonyms		/	/		
5.1.1a Basal Vocab. Read			/	/	
5.1.1b Vocabulary Meaning			/	/	
S 6.1.1 Comp. Words		/	/	/	
S 6.1.2 Syn. in Context		/	/	/	
S 6.1.3 Dolch Words		/			
6.1.3a Basal Vocab. Read			/		
6.1.3b Vocabulary Meaning			/	/	
S 7.1.1 Wd. Meaning in Context			/	/	/
7.1.1a Basal Vocab. Read				/	/
7.1.1b Vocabulary Meaning				/	/
S 7.1.2 Hom. in Context			/	/	/
S 8.1.1 Mult. Meanings				/	/
8.1.1a Basal Vocab. Read					/
8.1.1b Vocabulary Meaning					/
S 8.1.2 Syn., Hom., Ant.				/	/

COMPREHENSION

	1	2	3	4	5
S 2.3.1 Sequence	/				
2.3.2 Exp. Story	/				
2.3.3 Word, phrase, sent.	/	/			
S 3.3.1 Seq. Sent.	/	/			
3.3.1a Seq. Sent.	/	/			
S 3.3.2 Details	/	/			
3.3.2a Story-Four W's	/	/			
S 3.3.3 Main Idea - Title	/	/			
3.3.3a Classification	/	/			
3.3.4 Story Details/ Picture	/	/			
S 4.3.1 Seq. 5 Sentences -	/	/	/		
S 4.3.2 Story Details	/	/	/		
4.3.2a Story Cloze		/	/		
S 4.3.3 Main Idea - Title		/	/		
4.3.3a Categories		/	/		
S 5.3.1 Sent. Sequence		/	/		
S 5.3.2 Sent. Context Clues		/	/		
5.3.2a Story, Cloze		/	/		
S 5.3.3 Stories/Main Idea		/	/		
5.3.3a Classify Words		/	/		
5.3.3b Classify Phrases		/	/		
5.3.3c Classify Sentences		/	/		
5.3.4 Classify 5-W's and How		/	/		
S 6.3.1 Story Ending			/	/	
S 6.3.2 Details			/	/	
S 6.3.3 Story - Main Idea			/	/	

WORD ANALYSIS

	1	2	3	4	5
S 2.1.1 Alphabet - Write	/				
2.1.1a Alphabet - Name	/				
S 2.2.1 Rhyme	/				
S 2.2.2 S/Sym. Pictures	/				
2.2.2a S/Sym. Write	/	/			
2.2.2b Circle Vowel Letters		/			
2.2.2c Circle Cons. Letters		/			
S. 3.2.1 Rhyme	/	/			
S 3.2.2 Final Cons.	/	/			
S 3.2.3 Initial Cons.	/	/			
S 4.2.1 Final Cons.		/			
S 4.2.2 Rhyme		/			
S 5.2.1 Endings - ed, ing, s		/	/		
5.2.1a Contractions 's, n't, 'm		/	/		
S 5.2.2 Digraphs - Pictures		/			
5.2.2a S/Sym. Digraphs		/	/		
S 5.2.3 Vowels - long and short		/	/		
5.2.3a Story - CVC		/			
5.2.3b Story CVC-CVCe		/			
5.2.4 Story - 4- cont.			/		
S 6.2.1 2 - letter blends		/	/		
6.2.1a Story CVC Blends		/			
6.2.1b Suff. er, en, ed, est, ly		/	/		
6.2.1c Contractions 'll, 're, 'd, 've		/			
S 6.2.2 Vowel Classification		/	/		
6.2.2a Story - CVC Digraphs		/	/		

STUDY SKILLS

	1	2	3	4	5
W/S 1 Days of Week		/			
W/S 2 Months of Year			/		
W/S 3 Name Seasons			/		
W/S 4 Name Holidays			/		
W/S 5 Title, Author, Tbl. of Cont.		/			
W/S 6 Locate & Use Index			/		
W/S 7 Relevant Facts					/
W/S 8 Outline					/
W/S 9 Skim				/	
W/S 10 Scan				/	
W/S 11 Survey, Question				/	/
W/S 12 SQ3R Meaning					/
W/S 13 Use of SQ3R					/
W/S 14 Graphic Aids				/	/
W/S 15 Use of Map				/	/
W/S 16 Use of Globe				/	/
W/S 17 Alphabetize 10 letters		/			
W/S 18 Alphabetize 4 words		/			
W/S 19 Alphabetize 2nd, 3rd, Ltr.			/	/	
W/S 20 Dict. Guide Words				/	
W/S 21 Ency. Verify Facts				/	/
W/S 22 Reference Books				/	/
W/S 23 Sources of Information				/	/
W/S 24 Test-taking Skills		/	/	/	/

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	1	2	3	4	5

	1	2	3	4	5
S 8.1.3 Classify Words				/	/
S 9.1.1 Syn. in Context					/
9.1.1a Basal Vocab. Read					/
9.1.1b Vocabulary Meaning					/
S 9.1.2 Analogies					/

	1	2	3	4	5
6.3.3a Classify Sentences			/	/	
S [illegible].3.1 Judgments			/	/	/
S [illegible].3.2 Details			/	/	/
S [illegible].3.3 Story - Main Idea			/	/	/
[illegible].3.4 Story, Details			/	/	/
[illegible].3.5 Signal Words				/	/
S [illegible].3.1 Fact/Opinion				/	/
S [illegible].3.2 Place Relationships				/	/
S [illegible].3.3 Details				/	/
S 9.1.3 Classify Phr. 5 W's & How					/
S 9.3.1 Validity					/
S 9.3.2 Time Relationships					/
S 9.3.3 Themes					/
9.3.4 Signal Words in Para.					/

	1	2	3	4	5
6.2.1 C - hard and soft, sort		/	/		
6.2.[illegible] G - hard and soft, sort		/	/		
S [illegible].2.1 Affixes			/	/	/
S [illegible].2.[illegible] Diphthongs			/	/	
[illegible].2.[illegible]a Double Vowel Read			/	/	/
[illegible].2.2b Double Vowel Read			/	/	/
[illegible].2.2c Double Vowel Read			/	/	/
S [illegible].2.1 Syllabication				/	/
S [illegible].2.2 Prefixes - Suffixes				/	/
S 9.2.1 Phonetic Spelling					/
S 9.2.2 Root Words					/

	1	2	3	4	5

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Listening Language	✓	Vocabulary	✓	Comprehension	✓
Oral Language Activities		S-F In Other Words		D.C. Heath Bookshop	
SRA-Distar, Rdg. I		Webster Classroom Rdg. Clinic		A B C	
SRA-Distar Language I		Level I		Reader's Digest Skillbuilders	
H.M Language Exp. Activities		A B C D E		Level	
Taskmaster Cards				SRA-Reading for Understanding	
Title Level		SRA Power Builders		Level	
		Kit/color		Scholastic-Spirit Library	
				Level I II III IV	
NCTE-Creative Dramatics Handbook		Language Master		Scholastic Sprint Magazine	
Perceptual Development Strips		Hoffman Reader-Units		Sprint Reading Skills	
DLM-List				Level I II III IV	
				MacMillan Reading Spectrum	
				Level	
		Dolch Puzzle Books		Croft Skill Pack	
				Audio Progress Reading Labs	
Ginn Magic Circle Bks. Level 1&2		Teacher-made flash cards		Level	
Economy Little Trolley Books		Teacher-made games		Taskmaster Cards	
Ideal Picture Cards		Popper Words		Title/level	
Concept Cards-King		Barnell-Loft-Using the Context		Random House Spotlight on Reading	
Bill Martin, Instant Readers		Level A B C D			

Word Analysis	✓	Work/Study	✓
Lippincott Super Books		EDL Study Skills	
Kit I II III		Level	
SRA Word Games		Harper-Row Content Readers	
SRA School house			
H.M. Key Lab		SRA Newslab	
Durrell Speech-to-Print Phonics			
Orton-Gillingham Drill Cards		Go	
Modern Curriculum Press vowels/values			
Phonic Drill Cards		Barnell Loft Following Direc-	
SRA Satellite Kit		tions A B C D	
Levels B C D		Random House Scoring High in	
E		Reading A B C	
Teacher-made games		Scholastic Map Skills workbook	
Lyons & Carnahan Games		Teacher's Tool Box	
Conquests in Reading			
Dr. Spello			

Comprehension	✓
Barnell Loft	
Main Idea A B C D	
Conclusions A B C D	
Getting the Facts A B C D	
Understanding Word Groups A B	
Understanding Questions A B	
Locating Answers A B C D	
Multiple Skills	
Levels	
Oceana, Dev. Rdg. Comp	
Levels	
Newspaper in Reading	
Nystrom Series 40	
Bowmar NFI, Fads	